1

G. R. S. IX-5]

Previous references.

Con: 125: 17-20

File No. 103-15

1915.

Serial Nos. 1, 3, 647

(Edn)

Later references.

Edu 53-18-57

Edu 235-42 1-4

GENERAL AND REVENUE SECRETARIAT.

Serial Nos. 1, 3, 647.

Part B for September 1917

SUBJECT.

Report of the Sanskrit Education Committee

Se: 7.

To,

The Registrar, Mysore University,
The D. G. of Education.
The Comptroller to Govt.
" Mazrai Supdt in Mysore.
The Palace Controller,
The Members of the Committee

No: 3333-45 dt 27.9.17

Sanctioning the re-organisation of the Colleges and prescribing the subjects to be taught in each College etc

W D68 GPB 50,000 24-7-18

N S Rao

G. R. S. 11]

1915-16

GENERAL AND REVENUE SECRETARIAT.

(Edn)

NOTES.

File No. 103-15

FILE HEADING.

Sans. Edn. Committee

From

The Curator, Govt. Oil Library & Secy. to the Sanskrit Edn. Committee.

No. 276 Dated 25-2-16 Received 29/2/16.

Diary No.	Enclos.	Spare Copies.	Serial No.
3219			1

BRIEF ABSTRACT OF LETTER.

Submits the report of the Committee for consideration.

NOTES AND ORDERS.

The report embodies the unanimous resns of the members of the Committee on all questions except the one relating to making Sanskrit study compulsory

NOTES—First Sheet.

GPB—20,000—8-2-14

3219

3/2

G. R. S. 12]

General and Revenue Secretariat. | File No. 103 of 1913

Serial No.

in the IV & V Forms of the High Schools. Opinion on this question is divided. The President is stated to have reserved his opinion.

(2) 12 copies of the Report have been received. ~~The~~ One copy each may if approved be sent to the tables of the Diwan, & the Councillors.

Subtd. for orders.

(3) I have perused the report. It embodies important & radical changes & may well wait till the Mysore University is brought into existence & the University may consider this subject.

1/3

(4) The present cost on both the colleges is Rs 23,303 & the proposals involve a net increase in cost of Rs 24,365 - 34,065. Probably the cost may be considerably reduced by developing the college at Mysore alone. As suggested by

NOTE—Contn. sheet.

GPB—70,000—17-12-15

3219

G. R. S. 12]

General and Revenue Secretariat. | Edu File No. 103 of 1915.

Serial No.

the Act by the proposals may perhaps be considered when the University comes into existence in connection with the establishment of a Faculty for Oriental learning.

5 There is much to be said in favour of the view expressed by Sir Steuart Bayley regarding the making of Sanskrit compulsory

B

1st Member 3/3/16

Sir

6 The matter has been considered in all aspects, and it has been determined by the Committee that this should for the present go up as an independent scheme. The University scheme is not likely to comprehend this depth to the extent contemplated in the report for some considerable period of time. ~~The instruction~~

S
R. 10.

NOTE—Contn. sheet.

5 4

1750 3219

G. R. S. 12]

General and Revenue Secretariat. | File No. of 191 .

Serial No.

The directions given in the order of His Highness also show that Sanskrit Education is meant to be dealt with on independent lines. The Financial Branch may be consulted on the question of addl expenditure proposed and the subject disposed of early so as to be capable of being put in force next year.

6/3/16

Fin. w.o. no. 1750 of 15] To Fin Secy 8/3

8/3/16

Subd.

8 The proposed increase of cost as given at page 25 of the report is Rs 24,245 in the beginning rising up to Rs 36,065 per annum. The file constituting the Sanskrit Education Committee is not put up. But the G.O. is printed in the report (Vide page 13).

10/3/16

NOTE—Contn. sheet.

Serial No.

Sub.

The existing cost of the Mysore & Bangalore Colleges is put down at Rs 23.303 per annum. Of these the cost of the Mysore College is Rs 16,223 per annum as per G.O. No. 5772-58/12.6.06 which is borne from the State Mungrai and Edu grants in the proportion of 7223 and 9000 respectively. The cost of the ~~Mysore~~ Bangalore College is shown as 7080 in the report. But ~~from~~ in the current year's budget a sum of Rs 6,852 has been provided for this College. It is not known ~~how~~ when this scale was fixed in supersession of the scale of Rs 5976 per annum fixed in G.O. No. 4367-72/Mung 7.32-95 & 2.4.1906. If necessary the Mung Branch or the Edu Branch may be requested to explain as to how the sum of Rs 7080 was arrived at.

(2) In this connection it is sub. that though the current year's budget provides a sum of Rs 6852 for the Bangalore College, the scale of exp. of that College was fixed after taking into consideration the monthly grants amounting to Rs 498 from the institutions mentioned in para 3 of the G.O. of 2.4.06. It is not known how much of this amount is being collected and credited

NOTE—Contn. sheet.

Serial No.

to Govt as contribution from Muzrai funds. (Vide Receipts under Education). Apart from this no other information is available regarding the existing cost of the 2 Colleges.

16/3/16 The Muzrai Deptt may perhaps be able to Explain when the B'lore College came over under Govt management & where the several items of receipts are shown -

1. The proposal to revise Sanskrit Education in the manner contemplated involves an Extra Cost of 24 to 36 thousand rupees per year

Jesa?)

16.3.16

1 The increase in expenditure is not inconsiderable but I am in favour of the Committee's recommendations being sanctioned. The scheme will place Sanskrit education in the State on a fairly satisfactory footing and if it is adopted it will be easy after some time to develop from it the "Oriental Learning" branches or faculty of the proposed Mysore University

18/3

D.P.O

Bor VI)

20/3.

NOTE—Contn. sheet.

3219

78

G. R. S. 12]

General and Revenue Secretariat. | File No. 183 of 1915.

Serial No.

May a sort sanctioning this scheme be put up.

20/3

15 Yes. Earl

21/3/16 21/3

Draft sanct. (provisional) - Need reply touches only some of the points. Further explanations are solicited.

20/3 10/4

Please submit to Mr Marriott when we have the reply from Government. Please submit when the draft is ready. 10/4

17) When I informally discussed the subject with the Dewan he was of opinion that the scheme may be sanctioned if not less than half the cost of additional expenditure can be raised by contributions from Municipalities and other agencies interested in the advancement of Sanskrit Education. I have put up a draft on these lines. I much regret the delay in putting up

This may be sanctioned & Prof-Dean after his return from leave 8/9/16

x Issued vide No. 1891 dt 2.9.16. 8.9.16

NOTE—Contn. sheet.

GPB—70,000—17-12-15

G. R. S. 12]

General and Revenue Secretariat.

3219

File No. 100 of 191 .

Serial No.

the ~~[illegible]~~ draft which was due to pressure of other work and the subject is one with which I am not very familiar.

18 The matter may be considered in Council

fri
19/6/16

128/22.6

1st Member

19 Devan

Is these budget prov. for this in 16-17?

16.6

20 There is no provision in the Budget but as it will take some six months before we can get information as to the extent to which matters may contribute there will be no difficulty in providing funds if the scheme is sanctioned

fri
23/6/16

180/24.6.16

1st Member

21 This may be discussed in Council but not in Govt. expressing an kind of view - & let [illegible]

NOTE—Contn. sheet.

3219

G. R. S. 12]

General and Revenue Secretariat. | File No. 107 of 1915.

Serial No.

Report — Revenue

Dhwan

6799
27-6-16

22 Upsa
15-7-16.

23 To final Leg

15/7/16

24 Dhwan
28.7.16

25

26 31/7

NOTE—Contn. sheet.

(For disposal at a meeting)

No. C. 568

12/7/1916

GENERAL AND REVENUE SECRETARIAT.

Council Matter.

SUBJECT.

Proposals of the committee appointed to investigate the question of Sanskrit education in the State.

CIRCULATED TO THE MEMBERS OF COUNCIL.

By Order,

D. M. Narasimga Rao,

Secretary to Government.

17th July 1916.

Extraordinary Member of Council.

First Member of Council. Opinion recorded.

Second Member of Council.

1496
19.7.16

WD 2012—GPB—1 000—9-2-16

12/10

1690

G. R. S. 12]

General and Revenue Secretariat.

Edn File No. 103 of 1915.

Serial No.

From the Rep. of the Mulj. 606 g 29.9.16.

States that the questions of reorganizing the Oriental dep.t at Mysore and improving Sanskrit education in the State, will be placed before the University Council at their meeting on 21.10.16 and that their resolution will be communicated without delay.

27 The previous pp. are before the Min. H. dep.t.

28 The further communication from the Rep.t of the Mulj. may be awaited. 29 Yes.

2.10.16 2/10/16

2/10/16

30 pi 5/10/16 5/10/16

7/10/16

From the Rep. of the Mulj. 1251 g 2.11.16. Recd. 3.11.16.

States in contn. of the above that the subjects have been refd. to a committee for consideration and a report in two months, and requests that the limit of time fixed in letter g 14.8.16 may be kindly extended till Jan.y 1916.

NOTE—Contn. sheet.

G. R. S. 12]

General and Revenue Secretariat. | Edn. File No. 103 of 1915.

Serial No.

31 So, the next reminder may issue after the close of December 1916.

3.11.16

32 Perhaps a reply to the effect that the resolution of the Council may be sent by the 15th of January may be sent.

33 yes. Put up with a draft

6/11

Recd. 6.11.

34 Submd. with a draft.

8.11.16

35 Issue

9/11

No. 34443 d. 14.11.16 to the Registrar, Mys. Univ. Calling for the resolution of the University Council by the 15th Jan. 17.

36 The University Council resolution has not yet been received. Draft reminder put up for approval.

25.1.17

37 Issues

27/1

No 6143 d. 7.2.17. to the Registrar, Mysore University requesting the favour of an early reply as regards the resolution of the University Council called for.

6 From the Registrar, Mysore University. No 2889 d. 7.2.17. Forwards a copy

NOTE—Contn. sheet.

GPB—70,000—17-12-15

WD 1233—GPB—60,000—1-12-16—S.

G. R. S. III-2

General and Revenue Secretariat.

Edn. File No. 60 3 of 1915.

Serial No.

of the Council's resolution in the matter.
38 The University Council have approved of the recommendations of the select committee as regards the reorganization of the Oriental Library and improvement of Sanskrit education in the State. The latter have however recommended that the proposals of the ~~Sanskrit~~ Committee of Sanskrit education may be given effect to at a very early date, and as regards the reorganization of the Oriental library, they have agreed that the scale proposed by the D.R. of Edn. may be sanctioned with the exception of the 2 items viz
i) Stipends for 8 students in the Pandits' classes at Rs 15/- each & the proposal to transfer the Pandits classes from the Training College. They have further suggested
i) that the library be attached to the University.
ii) that it must be maintained as a separate unit, and the work of collecting etc the old manuscripts must be steadily proceeded with

NOTE—Contn. sheet.

WD 1233—GPB—60,000—1-12-16—S.

G. R. S. III-2

General and Revenue Secretariat.

Ed^n File No. 103 of 1915.

Serial No.

iii) That the management should be entrusted to a committee of five members appointed by the Univ^y Council.

iv) That a competent curator with an aptitude for, and preferably practised in research work should be appointed to be immediate in charge of the Library.

There is a draft ~~regarding~~ G.O. on the subject of improvement of Sanskrit education in the State.

S.W. 167/17 Information has been called for from the Museum Supt in Mysore as to the extent of contributions that may be expected from Rajas of Mysore for the advancement of Sanskrit Ed^n in the State. Draft Ren^n bearing the report-ency is sub^d p. affs.

Rd
15/2/17
secy

Sub^d for orders
D.M.
15/2

ISSUE & SUBMIT.
for FURTHER ACTION

Mr. to resubmit the file
The Ast Secy will also kindly see in what respects the draft original prepared requires modification & propose changes in pencil. The secy kindly discuss with me 16/2/17
D.M.
17/2

3.15 P.M. 19-2-(917)

Issued short & Rd 19/2

Rd 19/2

To take personally on 26/2

Sub^d as ordered (vide Routine notes)
D.M.
15/3

NOTE—Contn. sheet.

secy

G. R. S. III-2.

General and Revenue Secretariat.

W.M. File No. 103 of 1915.

Serial No.

Read from the Govt. of India. The draft grant has been modified

from the Municipal No. 1061 dated the 2nd April 1917 stating that the ~~Corporation~~ Municipalities have agreed to contribute an aggregate sum of Rs 985 towards the cost of a medical Dr. in the State, that the amt. which does not amount to much may be utilized ~~in~~ in giving scholr. & requesting that any order may be passed in the matter.

Draft order ~~appears~~ sanctioning the proposals of the University Council is subd.

RG
16/4/17

I have discussed the matter personally with the Joint Secretary Home Dept. As the two institutions to be assisted & those for which are under the Home Dept. of the Palace the file is sent to him with compliments for favour of orders

[illegible]
21/4/17

[illegible] 21/4

Mur Mis 64 of 16.

P.T.O.

NOTE—Contn. sheet.

My thanks are due to the Secretary, Education Department, for giving me an opportunity to offer any suggestions I may have to make in this matter.

The subject has been thoroughly examined by the Committee and I am in complete agreement with most of the recommendations made. In fact many of these are almost identical with the conclusions arrived at by an earlier committee which sat for considering the reorganization of the Chamarajendra Sanskrit College, Bangalore. I served as Secretary to that Committee and my notes and remarks are to be found in the printed collection now on the file.

There are, however, a few points in the present scheme which will bear some further examination.

(i) Control and supervision.

The Committee proposed that the Mysore and Bangalore Sanskrit Colleges --probably the Melkote College as well-- should be affiliated to the Mysore University in its special faculty of Sanskrit studies and that final examinations for diplomas should be conducted by the Governing body of the University. It was also recommended that a separate Board of management should be constituted in addition to or in place of the existing managing Committees of these Colleges and that its main function should be to see to the proper working of the scheme by inspection, by guiding the methods of tuition and by

Serial No.

conducting the public examinations. It was further proposed that the Board should administer the funds allotted for scholarship etc. and be entrusted with full powers of discipline and patronage.

The University Council does not appear to be in favour of adding on an oriental faculty, at least for some years to come and obviously therefore there cannot be any affiliation of the Colleges to it. Neither can the final examinations be conducted by the Governing body of the University.

Again, if a strong central Board of management with the extensive powers referred to, is to be appointed, the local managing Committees will be altogether superfluous, while the Board itself owing to its constitution will not be equal to the executive control of a number of outlying institutions. On the other hand, a Board separate from the College Committees will exercise a moderating and beneficial influence on the scheme of examinations by securing qualified examiners and fixing the standard of the tests and they may also with advantage discharge the functions of a Board of studies. These suggestions are adopted in the alternative draft put up herewith.

(ii) <u>English teaching.</u>

The curricula approved by the Committee provide in the secondary course for the teaching of

English up to the Matriculation Standard, while at the same time there seems to be no idea of making the study of that language or the methods of Western Sanskrit scholarship compulsory to all students. If so, the syllabus for the Vidwat Examination will have to be slightly altered to suit students bringing up Sanskrit exclusively.

It may be urged in this connection that there is scope for usefulness for both classes of students in the intellectual life and culture of the nation. But their standards of conduct and behaviour, their out-look on life and its responsibilities, and even their methods of study will be differing to a large extent and it is a matter for consideration whether their combination in one institution will not introduce elements of confusion and discord which may be avoided by allowing each of the two Colleges of Mysore and Bangalore to cater to one class of students and specialize in one method.

The traditional method of Sanskrit learning is one of high specialization and the students are not merely trained to have a good grasp of the various systems of thought but they have also to master and even memorize every intricacy of argument. The value of this method as an intellectual training and as handing down of traditional

Serial No.

traditional and authoritative interpretations, has been repeatedly recognized by orientalists and the latest testimony to its value is borne by the Congress of Orientalists that met at Simla in 1911. I have not been able to secure a copy of this report for reference, but I may quote a passage from a letter of the distinguished orientalist Dr. J. F. Fleet, Ph.D., C.I.E., I.C.S., in support of the statement. In a private letter to Mr. R. Shama Sastry, Adhyaksha of the Bangalore Sanskrit College, he says "It would be a matter for great regret if the old class of Sastris, profoundly versed by traditional teaching in particular branches of the literature, were to die out altogether. We look now chiefly to the ~~xxxxx~~ Native States to keep the succession of this important class of scholars whose value was always so pointedly recognized by Professor Kielhorn in the grammatical line."

It is to be feared that the introduction of English alongside of Sanskrit in these Colleges would ~~xxxx~~ tend to draw away attention from advanced special study of the Shastras. This is said to have been experienced once before in the history of the Mysore College and it will perhaps be repeated in a more acute form particularly if Government should decide hereafter to throw open

Serial No.

public careers to the graduates of the Anglo-Sanskrit section.

I would therefore humbly submit for the consideration of Government the expediency of setting apart the Mysore College which has the advantage of position and association for Sanskrit learning on traditional lines. Kannada, Arithmetic, Geography, and History, may be taught in the Primary and Secondary Courses of the College but the teaching of English and Science in these classes and of the comparative method in the College classes may be omitted. On the other hand the Bangalore College may confine itself wholly to the curricula sketched out in the report but it need not teach all the subjects for the Vidwat Examination. It is sufficient if the Tarka, Vedanta, and Sahitya Courses are taught. The above changes need not involve any large addition to the proposed expenditure which may be readjusted to suit the requirements of both the Colleges.

(iii) Departmental control.

There is one other point which I may be permitted to bring to the notice of Government, viz., the diversity of control which at present is allowed in the management of the Sanskrit Colleges and Schools. The Mysore College which is the most important institution is under the control of the

Serial No.

Palace while the Bangalore College is under the control of the Muzrai Superintendent. The College at Melkote and the 34 Aided Schools are under the control of the Educational Department. It seems to me, I say so subject to correction, that it would be conducive to real advancement if the control of these institutions is centred in one officer. The Mysore College can well stand apart, as it has a strong Board of management and works under the gracious guidance of His Highness and if it is to work along the traditional lines this would be the best arrangement.

As regards the remaining institutions it will be an advantage to bring them under the control of a single officer, the Melkote College being affiliated to either Mysore or Bangalore College according as the old or new method of teaching is adopted therein. The aided schools ought to be the recruiting ground for the College and should therefore be under the control of the same agency. I may be pardoned for saying that there are advantages of sorts if these institutions are placed under the control of the Muzrai Superintendent who will always be an officer more or less familiar with Sanskrit learning and the ways of the Pandit class. By the nature of his work he is most likely to come in contact with the class of people

Serial No.

to whom Sanskrit education usually appeals and he can stimulate its spread by not merely enlisting the sympathy of the public but also by actual help from the available resources of Muzrai institutions and by affording such openings to persons with vocational training as may be ~~afforded by~~ available in the institutions under his charge.

I would, however, urge that there is a great need for more liberal subventions from Government to these schools if any real improvement in the teaching is to be brought about. The majority of the Patasalas get a monthly grant ranging between Rs.10/- and Rs.15/- while one of them said to teach 21 students actually receives only Rs.7/- a month.

As the subject is one of some complexity. I have, with a view to bring out the salient points of the scheme, put up an alternative draft for the acceptance of the Educational Secretary based on the recommendations of the Committee with a few alterations necessitated by the postponement of introduction of the Sanskrit faculty in the Mysore University. The matters touched upon at (ii) and (iii) are personal suggestions of mine submitted in all humility for the kind consideration of Government.

Elavanu Nair

Joint Secretary to Government.
Muzrai Department.

15.5.17

NOTE—Contn. sheet.

WD 1288—GPB—60,000—1-12-16—S.

Serial No.

5.218

Returned with Compliments.
Chief Secretary L & A Dept.
Chief Secretary
Mr. Secy Mey.
(5.5.17)
Subd for orders
D. M. 16/5
Secy

I agree to the alternative draft proposed by the Municipal Secretary. There is much force in the suggestions made by him regarding the lines on which the Hyderabad and Bangalore Colleges should be required to specialize and also despatch an Lit. These points may be considered in Council. The draft may be approved. I would also suggest in this connection that some arrangements should be made to allow non-Brahmin Hindu students to be fully trained in these institutions in all subjects unless there is any religious or dogmatic ground. The papers relating to the Central Library ~~may~~ dealt with separately may be considered at an early meeting of Council.

Devan Bahadur
Fnl Secy Gov

K.
25/5/17

D. M.
28/5

NOTE—Contn. sheet.

WD 1283—GPB—60,000—1-12-16—S.

G. R. S. III-2

General and Revenue Secretariat.

Edn File No. 103 of 1915.

22

Serial No.

I agree with the alternative draft prepared by the Mny. Supdt and agreed to by the Edn Secy subject to certain alterations I have indicated in paragraphs 8, 10, 11, 12 & 14. The changes proposed explain themselves. The draft gives effect to most of the recommendations of the Committee & the changes suggested by me give effect to one or two little recommendations of the Committee which the Mny. Supdt proposes to veto. The changes in paras 8 & 14 are due to the fact that the University Council have now resolved to have an Oriental faculty.

There is budget provision in the Estimates for 1917-18 to give effect to the proposals.

The questions have been thoroughly considered by a special Committee & the University Council & the draft is in accordance with their recommendations. Orders on the subject are overdue & may be issued as early as practicable.

6980 10.6.17

NOTE—Contn. sheet.

May be considered at the next meeting of Council.

5/6/17

5/6/17

26

WD 1233—GPB—60,000—1-12-16—S.

Proposals of the Sanskrit Education Committee.

G. R. S. III-2

General and Revenue Secretariat.

Edn File No. 103 of 1915.

23

Serial No.

I generally agree with the draft which seems to be well considered.

A rough estimate of the expenditure likely to be incurred on improvements ~~to~~ in respect of Sanskrit education within the next five years should be made and indicated and all schemes should be kept well with in the financial limits which should be definitely prescribed.

Please circulate and bring up at a meeting.

25.7.17

To Secl Secy

26/7/17

NOTE—Contn. sheet.

27

24

Extract from the Proceedings of the 428th Meeting of the Council of His Highness the Maharaja, held at Bangalore on the 23rd August 1917.

6. Subject.- (Clauses viii and x of the schedule.)

Proposals for the improvement of Sanskrit Education in the State.

OPINION OF THE COUNCIL.

The draft order may be approved.

The question of the recognition to be given to diplomas granted under the revised scheme of Sanskrit Education, as far as eligibility for admission to Government service is concerned, may be reserved for future consideration.

(Sd.) M.Visvesvaraya,
Dewan of Mysore.

"EXTRACT"

D. M. Narasimha Rao
Secretary to Government,
General Department.

WD—156—GPB—1,000—19-7-16.

G. R. S. 12|

General and Revenue Secretariat.

Ed File No. 103 of 1915.

Serial No.

Extract from the Proceedings of the Council is put up.

Forwarded with compliments to the Secretary to Government, Departments of Education & Agriculture, for favour of necessary further action.

By Order

D. M. Narasingha Rao 24/8

Secretary to Government,
General Department,

To Fil Sey

24/8 D. M. 24/8

There is budget provn. for this and hence no financial objn. 26/8

Subs. with a D.S.N.

28.8.17

29/8

D. M. 29/8

1270 / 31.8.17

NOTE—Contn. sheet.

W D 2382—GPB—500—20-3-16

(For Disposal at a Meeting)

No. C. 66

1/8/1917

GENERAL AND REVENUE SECRETARIAT.

COUNCIL MATTER.

SUBJECT.

(Clause x of the Schedule)

Proposals for the improvement of the Sanskrit education in the State.

CIRCULATED TO THE MEMBERS OF COUNCIL.

By Order,

D. M. Narasimha Rao

30th July 1917.

Secretary to Government.

Extraordinary Member of Council. ——

First Member of Council.

Second Member of Council.

WD 2670—GPB—1,000—11-5-17

D.S.N.

Mysore
Mr. Kelly
Mr. Higham

Judl. D No. 2560-70/Ed. 66-14

By the 26th Jan. 15 a special committee was appointed to consider the question of the improvement of Sanskrit Education in the State in all its aspects and to submit its opinion which should be in the form of recommendations as to the determination on what lines that Education should be conducted in future so as to promote real Scholarship and attract deserving students. best modern conditions

The Committee have considered the subject in all its aspects and have submitted comprehensive proposals for placing Sanskrit Edn. in the State on a more satisfactory basis and for reorganising the two Sanskrit Colleges at Bangalore & Mysore.

The Committee's report was also referred for the opinion of the University Council, and they are of opinion that the Committee's report proposals may be sanctioned, but that the question of the establishment of a Faculty of Oriental Learning may be postponed for future consideration. when the proposals may be considered.

The subject was considered in Council and they are of opinion that the draft order

as so that the scheme may fit in with the institution of a Oriental Faculty of Learning in the State should it be decided to start one!

Order ~~[illegible]~~ perhaps may be approved and that the question of the recognition to be given to diplomas granted under the revised scheme of Sanskrit Edn. as far as eligibility for admission to Govt. service is concerned may be reserved for future consideration.

2 The resolution of the Council may be approved.

The main features of the present scheme are that the Bangalore Sanskrit College should be the chief seat of Sanskrit Edn. in the State the Bangalore College being officially to be the Bangalore College teaching all the subjects of the Bangalore College course & study of Sahitya, Vyakaran & Tarka.

RG
28/8/25

Submitted to His Highness.

In Government Order No.2560-70/Edn.66-14 dated the 26th January 1915 a special Committee was appointed to consider the question of the improvement of Sanskrit Education in the State and to submit recommendations as to the lines on which such education was to be conducted in future so as to promote real scholarship and meet modern requirements.

2. The Committee having considered the subject in all its aspects has submitted comprehensive proposals for placing Sanskrit Education in the State on a more satisfactory basis and for re-organising the two Sanskrit Colleges at Bangalore and Mysore.

3. The Committee's report was also referred for the opinion of the University Council so that the scheme may fit in with the institution of a faculty of Oriental Learning in the State at some future time. The University Council are of opinion that the question of establishment of a Faculty of Oriental Learning may be postponed for future consideration but that the proposals of the Committee may be sanctioned.

4. The subject was considered in Council and they are of opinion that the draft order put up may be approved and that the question of the recognition to be given to diplomas granted under the revised scheme of Sanskrit Education as far as eligibility for admission to Government service is concerned may be reserved for future consideration. The main features of the present scheme are that the Mysore Sanskrit College should be the Chief seat of Sanskrit learning in the State and that the Bangalore College should be affiliated to it. The Mysore College will impart instruction in all branches of Sanskrit studies while the Bangalore College will

Draft for approval

confine the teaching to Sahitya, Vyakarna and Tarka.

5. The resolutions of the Council may be approved.

M. Rajamanaya -
15th Sept 1917 -

SPR

5·VI

34

Record of Cases submitted for the Orders of His Highness the Maharaja.

Subject.

Scheme for the improvement of - Sanskrit education in the State.

333

Order.

~~KRW~~
18/9/17

Lawlary Exd,
4.9.17 RO

Home & Circulate
D.M.
22/9

Typed

5218

35

WD 1233—GPB—60,000—1-12-16—S.

G. R. S. III-2

General and Revenue Secretariat.

Con File No. 103 of 1917.

Serial No.

Con. 919-17

No financial objection. Draft and fair, communicating, are submd. for orders.

28/9/17.

28/9/17

Communicated vide 1/9/1917

No 3333-45 of 29.9.17 passes orders on the question of the reorganisation of the Sanskrit Eds. in the State.

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Mysore, 25th February 1916.

X No. 3219.

FROM

A. MAHADEVA SASTRI, ESQ., B.A.,
Curator, Govt. Oriental Library, Mysore, and
Secretary to the Committee of Sanskrit Education.

To

P. G. D'SOUZA, ESQ., B.A.,
Officiating Secretary to Government,
Departments of Education & Agriculture,
Bangalore.

SIR,

Under the direction of Rajamantrapravina Mr. H. V. Nanjundayya, C.I.E., President of the Committee of Sanskrit Education appointed in the G.O. No. 2560-70—Edn. 66-14, dated 26th January 1915, I have the honour to submit herewith the report of the Committee for favour of early consideration and orders of Government so that the scheme therein formulated may be brought into effect at the beginning of the next official year.

2. I am further desired to state that this report embodies the unanimous resolutions of the Members of the Committee on all questions save one—namely, that of making Sanskrit study compulsory in the IV and V Forms of the High Schools—on which there was a very sharp division of opinion at first. As will be seen from the report, the question was discussed four times,—at the first, second, third and seventh meetings of the Committee,—and the Committee arrived at varying conclusions on the several occasions. The Committee's resolution in para 6 of the report, making an elementary course of Sanskrit compulsory for all Hindu students in the IV and V Forms of High Schools, embodies the final conclusion arrived at by the majority of the members, while the alternative recommendation at the end of para 7 as to placing Sanskrit on a par with the Vernacular—as an alternative to it among compulsory subjects—was agreed upon on a further consideration of the question at the last or seventh meeting. The President, however, has reserved his opinion on the question, and Mr. V. N. Narasimha Iyengar, who was absent from the third and final meetings, has written to say that he cannot "agree to making the study of Sanskrit compulsory on all Hindus in the two High School Classes." Mr. Shama Rao, in a separate letter written to me after the last meeting, desires me to send up to Government the following as his final opinion on the question :—

"On subsequent consideration, I find that it is not advisable nor feasible to make Sanskrit compulsory in any of the schools for general education. It may be allowed as an optional subject as it is at present. It labours now, however, under a handicap inasmuch as Kannada composition is insisted on for the Lower Secondary as well as the School Final Examinations; and boys in English Schools are thereby apt to consider that they have to learn three languages. My own opinion is that in the case of Sanskrit pupils, Kannada Composition may be dropped as a subject for the public examinations, it being, however, retained as a subject for the class examinations."

I have the honour to be,
Sir,
Your most obedient servant,
A. MAHADEVA SASTRI,
Secretary,
Sanskrit Education Committee.

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REPORT OF THE
COMMITTEE OF SANSKRIT EDUCATION
IN MYSORE

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Report
Of the Committee of Sanskrit Education.

THE Committee met seven times on the following dates :—

26th February, 7th May, 25th May, 28th June, 25th July, 30th August 1915, and 3rd February 1916.

Mr. J. S. Chakravarti, being away on leave, was absent from the first meeting, Mr. R. Narasimhachar from the second and third meetings, and Mr. V. N. Narasimha Iyengar from the third, fifth, sixth, and seventh meetings.

After the sixth meeting a draft report of the whole of the Committee's proceedings was printed in English (and an abstract of it in Kanarese) and circulated to the members of this Committee and of the Education Committee of the Economic Conference and also to some select Sanskrit pandits and Anglo-Sanskrit Scholars, outside the committee, in Mysore, Bangalore, and Madras, and suggestions for the improvement of the scheme were invited. The Education Committee of the Economic Conference were of opinion that the scheme had been drawn up with great care and that it might be adopted. Some valuable suggestions were received from the scholars consulted and they were all duly considered by this Committee at the last meeting, this final report embodying the modifications introduced into the draft report as a result of the discussion.

2. The proceedings began with reading the Government Order constituting the Committee (*Vide* Appendix A), and then the Committee proceeded to settle the several heads under which the subjects covered by the Government Order might be discussed. After some discussion the Committee resolved to consider the whole subject under the following heads :—

I. Sanskrit Education in all aspects :

(i) SANSKRIT EDUCATION IN GENERAL OR MIXED SCHOOLS (*i.e.*, those in which Sanskrit is taught along with English or Kannada) :

(*a*) Can Sanskrit Education be made compulsory in all general schools or in general schools of a certain kind ?

(*b*) Can the study of Sanskrit be made more popular by any alteration of curricula, etc., in general schools below the College standard.

(ii) SANSKRIT EDUCATION IN EXCLUSIVE SANSKRIT SCHOOLS :

(*a*) How far should General Education (in English or Kannada) be added ?

(*b*) If General Education be added, where should it begin and where end ?

(*c*) Should English be added in Sanskrit Schools and Colleges, and up to what stage ?

(*d*) What facilities should be afforded to the students by way of feeding and awarding scholarships and prizes ?

(*e*) Reorganisation of courses of study in Sanskrit.

(*f*) Better methods of teaching Sanskrit in elementary stages.

II. Reorganisation of the Bangalore and Mysore Sanskrit Colleges.

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II. Reorganisation of the Bangalore and Mysore Sanskrit Colleges.

GENERAL SCHOOLS.

Compulsory Sanskrit Study.

3. As regards the teaching of Sanskrit in General Schools, the first question raised was, whether Sanskrit study could be made compulsory at any stage in them. At the first meeting the Committee decided against making Sanskrit study compulsory in General Schools, for this reason, among others, that the subject had already been considered at some length in the Education Department and met with an adverse decision. The primary reason that weighed in the mind of the Committee against it was that the non-Brahmins would be placed at a disadvantage and would feel discouraged by this addition of a difficult subject of study to their scholastic education which already appears to be a heavy burden to them as most of them have but recently begun to seek any kind of scholastic education. The Committee was, however, for affording all facilities for Sanskrit study in General Schools, where a sufficient number of students volunteer to study Sanskrit, and accordingly passed the following resolution :—

"Sanskrit cannot be made compulsory in General Schools. But where students in sufficient number elect to study Sanskrit, a Sanskrit teacher should be employed."

4. To see how the matter actually stood in this respect, the Committee requested the Inspector-General of Education to furnish a statement shewing the number of students studying Sanskrit in all the General Schools. According to this statement 2,328 boys and girls were studying Sanskrit in General Schools of all grades—Colleges, High Schools, A.-V. Schools and Kannada Schools.

5. At the second meeting of the Committee, Mr. Chakravarti, who was absent from the first meeting at which the above resolution was passed, brought up the subject before the Committee for reconsideration. In his opinion every educated Hindu should have an elementary knowledge of Sanskrit to be able to understand the meaning of his daily prayers, his *Samskāra Mantras*, and ordinary Puranas and other sacred books. He accordingly proposed that it was desirable to make an elementary course of Sanskrit compulsory in the three High School classes by omitting one of the present obligatory subjects. He cited the practice of the Bombay and Calcutta Universities in support of his proposition, and said that what was possible in Bombay and Bengal ought to be possible in Mysore also. Mr. Chakravarti pointed out that on the previous occasion, in 1909, when, on a representation being made by him, the subject was considered by the Education Department, two objections were raised against the proposal, *viz.*, that it would be a handicap on non-Brahmins and that the study of Kannada would suffer. These objections, he said, were based on misapprehension. The student, whether Brahmin or non-Brahmin, who has studied Kannada up to the Lower Secondary Standard, cannot find Sanskrit too hard, as there is a large percentage of Sanskrit words even in the ordinary spoken or written Kannada. As regards Kannada, Sanskrit study, instead of injuriously affecting Kannada study, would improve the student's Kannada composition by supplying him with a richer vocabulary and ensuring a correct spelling of Sanskrit words so largely employed in Kannada speaking and writing. It was further urged that the moral value of the study of Sanskrit, which acts as a link between different sections of the people deriving all their better aspirations from sacred writings written in that Language, would far outweigh any difficulties that might be met at the initial stages of the introduction of this compulsory measure. On the other side the proposal was objected to on the grounds already adduced at the first meeting, and it was further urged that it was not expedient to remove from the curriculum any of the existing compulsory subjects to make room for Sanskrit, while to add Sanskrit would be to further increase the burden on the students. A free discussion of the subject led to no consensus of opinion, and the balance of opinion seemed to be against the proposition. A division having been called for by the proposer, Messrs. Chakravarti, Ramakrishna Rao, and

Mahadeva Sastri declared *for* the proposition, while Messrs. K. Srinivasa Rao, M. Shama Rao, and V. N. Narasimha Iyengar voted *against* it. The President also was against the proposition.

6. The question was again brought up by Mr. Chakravarti for discussion at the third meeting. Mr. Shama Rao said that the talks he had had in the meantime with the parents of the several classes of students inclined him to believe that making Sanskrit study compulsory in the High School classes would not be quite so unwelcome as he had first thought, provided the student in the Sixth Form preparing for the S.S.L.C. Examination be left free to choose between Sanskrit and Kannada. The Committee then came to an unanimous conclusion (the President not voting) as embodied in the following resolution:—

"An elementary course of Sanskrit should be made compulsory in the place of Kannada for all the Hindu students in the Fourth and Fifth Forms, Persian being made compulsory in the place of Hindustani for Mahomedan students. In the Sixth Form, the student, if Hindu, will have the option of studying either Kannada or Sanskrit,—if Mahomedan, either Hindustani or Persian."

7. As one of the objects of making Sanskrit compulsory is to improve the students' power of Kannada composition, the Committee further resolved as follows:—

"In all classes of High Schools, Vernacular composition should be taught as part of the regular class-work. Sanskrit and Persian students in the Sixth Form should take up either Vernacular composition or translation from the classical Language into the Vernacular. Those who have passed the Lower Secondary Examination in Sanskrit will be given the option of studying a Vernacular or an advanced Sanskrit course in the High School Classes. The Eurasian and European candidates may have in the School Final Examination an additional paper in English."

In case this course of making Sanskrit compulsory is not considered feasible, the Committee would suggest that Sanskrit should be placed on the same level as the Vernacular—as an alternative to it in the compulsory course—from the Lower Secondary up to the B.A. inclusive, it being understood that, when Sanskrit is taken as an optional subject in the University Course, Kannada should be studied as a compulsory subject. The Committee trust that necessary changes will be made in the curricula of the new Mysore University in accordance with this recommendation.

How to make the Study of Sanskrit more Popular

A suggestion not approved.

8. At the second meeting when the balance of opinion proved to be against making Sanskrit study compulsory in the general schools, Mr. Karpur Srinivasa Rao wanted at least to remove the obstacles now existing in the way of Sanskrit being more extensively resorted to by the students of the Secondary Schools. He urged that Sanskrit students laboured under a disadvantage in having to bring up Kannada composition in addition to their Sanskrit studies, and that this extra burden prevented many a student in the Secondary department from taking up Sanskrit. To popularise Sanskrit study in the Secondary Schools, he proposed as follows:—

"Sanskrit should be allowed to be brought up as a compulsory subject from the First Form up to the Sixth Form (Secondary School Leaving Certificate Stage) without the addition of Kannada or any other Vernacular composition, as this addition has the effect of drawing away students from Sanskrit."

In the discussion that followed, the majority were found to be of opinion that it would be undesirable to give up the Vernacular composition at this stage. They were even doubtful if such a course would really render Sanskrit more popular than now.

Improved Text-Books and Improved Methods of Teaching.

9. In the opinion of the Committee the Sanskrit text-books now in use are not such as will make the study of Sanskrit attractive to beginners or

facilitate it, nor do the teachers employed adopt intelligent methods of teaching the Language. It is thought that introduction in the General Schools of suitable text-books compiled specially for the use of the beginners of Sanskrit study and adoption of the English methods of teaching the Language will go far towards facilitating and popularising the study in these schools. The Committee have accordingly resolved—

(2) "That, to enable pupils in the General Schools to study Sanskrit in easier and more rational ways than are in vogue, a graduated series of text-books should be introduced into these schools and that a better class of teachers should be appointed for teaching Sanskrit in them."

The Committee recommend the formation of a special committee of Sanskrit scholars like Mr. Karpur Srinivasa Rao, to work out a detailed scheme for the compilation of Sanskrit Readers and Grammars for use in the early stages of Sanskrit study.

EXCLUSIVE SANSKRIT SCHOOLS.

10. As bearing on this question the resolutions of a previous Committee which met at Mysore on 8th June 1914, with the same President were read and were generally adopted, with the understanding that they were subject to such modifications as further consideration of the several questions by this Committee might render necessary.

It was further resolved that all important previous papers bearing on the subject should be printed and circulated. Important papers were accordingly printed and circulated among the members before the second meeting was held.

General Education in Sanskrit Schools.

11. The first question taken up for discussion was: how far should General Education through English or Kannada be added in these schools? Seeing that the general outlook of the Sanskrit pandits of the present day is narrow, the Committee think that it would be necessary to add to the study of Sanskrit Language and Literature, in the early stages, a course of instruction in arithmetic, history, geography and elementary science and to add in the later stages, when the students are engaged in advanced courses of Sanskrit studies, instruction in the methods and results of the Western scholars' investigation of the general history of Sanskrit Language and Literature, and of their comparative study of the special branch or branches of knowledge selected by the students.

12. As to how much of instruction in the subjects of general education outside Sanskrit studies should be imparted in these exclusive Sanskrit Schools and also as to where it should begin and where end, the Committee have resolved as follows:—

(3) "General education should be added in all Sanskrit Schools up to the stage indicated in Mr. Mahadeva Sastri's note (*Vide* Appendix C). In small institutions provision may be made for their pupils being taught these general subjects in the existing Kannada or Anglo-Vernacular Schools in the same localities."

The note referred to in this resolution lays down curricula for Exclusive Sanskrit Schools in the Primary and Secondary departments (*Vide* Appendix C). According to this note instruction in the subjects of General Education is to be imparted in the Vernacular Language and spread over the first eight years of Sanskrit studies—one year in the Preparatory course, three years in the Primary course and four years in the Secondary course,—*i.e.*, from the beginning of the course up to the highest Secondary Class but one. In the Preparatory and Primary departments, the following subjects are to be taught:—

Kannada Language—Reading, writing, story-telling and composition.

Geography—Outlines of the World and the Geography of India.

Arithmetic—Simple and compound rules, vulgar and decimal fractions and practice.

In the Secondary Department, instruction in General Education is to embrace the following subjects: –

Arithmetic—Proportion, interest, square and cubic measure.
History—Outlines of Indian History.
Science—Elementary Notions of Physical and Natural Sciences.

13. The studies outside the usual range of Sanskrit learning, calculated to widen the outlooks of the Sanskrit students and scholars engaged in the pursuit of advanced study in any of the shâstras, have been duly formulated in the regulations of the Madras University regarding examinations in Oriental Learning, and the Committee recommend the adoption of these regulations in revising the course of advanced study in Sanskrit. According to these regulations, every student of the advanced Sanskrit learning has to acquaint himself with the history of Sanskrit Language and Literature and also with the results of the comparative, historical and critical studies of European scholars in the several special branches of Sanskrit Literature.

English Teaching in Sanskrit Schools.

14. The question then taken up for discussion was—should English be taught in Sanskrit Schools and Colleges?

On this subject the Committee resolved as follows:—

"English as Language should be taught in Sanskrit Schools as per curriculum drawn up in Mr. Mahadeva Sastri's note."

The curriculum here mentioned is the one already referred to in connection with General Education (*Vide* Appendix C). Provision is here made for the teaching of English as language up to the Matriculation standard, and it is spread over all the five years of the Secondary course of Sanskrit studies. In the College department, English as Language will not be taught; but the students will have to study in English the works embodying the results of the historical, critical and comparative studies of European scholars relating to Sanskrit Language and Literature in its general aspects as well as the several special branches of Sanskrit Literature. The Matriculation standardof English is considered enough to enable the Sanskrit student to understand the critical works of the Western scholars written in English, while a study of these works will surely improve his general power of expression in English and bring his working knowledge of the Language quite up to the level of that of an average graduate of the University.

15. The standard of the English study and the stage at which it is to be taught have been determined in reference to the original idea that the advanced course of Sanskrit studies in the State Sanskrit Colleges should follow the lines of the Siromani course of the Madras University, irrespective of whether the Colleges of the State be affiliated to the Madras University or not. As a matter of fact, the Committee see no immediate necessity of affiliating the Colleges to the Madras University, especially now when there is a very near prospect of the establishment of a separate University in Mysore, to which these Colleges will have to be affiliated in its faculty of Sanskrit studies. All the same the Committee think it necessary that in accordance with the regulations of the Siromani Examinations, the acquisition of a knowledge of English up to the Matriculation standard should rather precede the student's entry on the College course than run concurrently with it. For, then the student will have the distinct advantage of being able to study the writings of the Western scholars in English at first hand during the College course.

Compulsory Course in Rituals, etc.

16. Sanskrit scholars who study in these indigenous Sanskrit Schools and Colleges belong without any exception to exclusively Vaidika communities, and, as such, are naturally looked up to as the people who should be able to minister to the spiritual wants of the public, earning thereby, if need be, even their livelihood. With a view to training them for proper discharge of the functions attached to their time-honored vocation, Mr. Chakravarti proposed

that a course of study in Hindu system of Puja and Ritualistic Prayoga should be made an integral part of general education in these Sanskrit schools. The result of the Committee's discussion on the subject was recorded as follows:—

"As to the study of Ritualistic Prayoga as part of general education, the balance of opinion is against it. Special Prayoga classes should be provided for in larger institutions wherein the course of studies referred to in Mr. Mahadeva Sastri's note (para 6, page 21 in the printed papers) may be adopted."

[For the course of studies in Ritualistic Prayoga referred to in this resolution, see Appendix D.]

17. The objection on the part of most members to making the study of Puja system and Ritualistic Prayoga as an integral part of general education rested on the idea that such a study would be almost useless to those Sanskrit students who have no idea of following priestly profession at any time, and might prove even repulsive to those Sanskrit students who would take to a study of English and of the results of the modern critical studies of Western Sanskritists, and to whom, according to the recommendations of this Committee, purely secular careers would be open in after-life.

18. From another point of view, however, a study of the subject may be insisted on in the case of Sanskrit students of a particular class. There being, at present, no idea of making the study of English and of the methods of Western Sanskrit scholarship compulsory on all students of the Sanskrit Schools and Colleges, there will be a class of students who will not take to a study of English and to whom all well-paying secular careers open to English-knowing Sanskritists will continue to be practically closed. It would be desirable to give such men a training which will fit them to act as priests and spiritual instructors. The time which the other students devote to the study of English Language and the works of Western Sanskritists should be devoted by these students to a study of Hindu theology, worship and rituals in any one of the following four groups:—

(1) Puranic exposition and worship; (2) Smârta Prayoga; (3) Srauta Prayoga; (4) Temple-worship.

For detailed courses of study in these subjects *Vide* Appendix E.

Facilities to Students.

19. On this subject the Committee have unanimously resolved as follows:—

School Department.

(1) "That to poor students from outside, studying in the School Department, a scholarship of one rupee a month per head be given, the number of students in receipt of such scholarships at any time not exceeding 40 per cent of the whole number in that department.

(2) "That to 50 per cent of the students in the School Department, class-books be given free.

(3) "That prizes according to merit be given to about 25 per cent of the students attending in each class in the School Department.

College Department.

(4) "That in the College Department, all outside students be fed, arrangements, if possible, being made for their common residence, for purposes of discipline, etc.

(5) "That to each student who is fed, an allowance of from one to three rupees a month be given for books, clothing and other contingent expenses.

(6) "That scholarships of from rupees four to ten, according to merit, progress and poverty, be given to all other students.

(7) "That prizes be given for proficiency in each class.

(8) "That in awarding scholarships preference should be given to those students who have already attained a certain proficiency in English and general knowledge."

20. The preferential treatment, in respect to scholarships, of the Sanskrit students who have already attained a certain amount of proficiency in English and general knowledge is primarily intended as an inducement for the Sanskrit students of general schools to join Sanskrit Schools and Colleges. It may also prove an incentive in the case of the students of the Sanskrit schools to a study of English. But where a student elects to study any of the vocational subjects (referred to in para 18 above) in preference to English and the works of the Western Sanskritists, his claims to scholarship, etc., will be regarded equal to the claims of those studying English, etc.

21. The prizes now being given during Dasara to the successful Vidvans on the results of the annual Vidvat Examinations, may continue on the same scale, the successful Mahavidvans getting from Rs. 200 to 250 as recommended by the Committee of 1903-04.

Students' Future Careers.

22. Adopting the resolution of a previous Committee (See Appendix B, Resolution 7), this Committee recommend that, for the purpose of public employment, students who, taking up English, pass the final Examination in the Vidvat course, may be considered equivalent to B.A. pass graduates of the Madras University. The Committee firmly believe that such a measure will attract students to Sanskrit studies even more than any offer of prizes, scholarships and even annual stipends in perpetuity. The general culture of the English-knowing Vidvat graduate of the Sanskrit College will in no way be inferior to that of the average graduate of the University who has received his general culture mainly through Western Arts, while his working knowledge of English will be enough for all practical purposes of public service. As the study of general subjects, of the English Language, and of the critical and historical studies on the lines of Western Sanskritists, is evenly spread through the course, the Committee recommend that lower tests in the course of Sanskrit studies—such as the Primary, the Lower Secondary, the School Final, and the Intermediate—may be regarded as equivalent, for public employment, to the corresponding tests of the General Education Department and the University: the Intermediate Vidvans, for instance, like the Madras University Intermediates, being allowed to appear for the Mysore Pleaders' tests. The Committee further recommend that the Mysore Civil Service Examination rules may be so altered by way of adding suitable Sanskrit groups to the list of optional subjects as to admit the Anglo-Sanskrit graduates of the Mysore Sanskrit Colleges to the Mysore Civil Service Examinations, the compulsory subjects remaining the same for all candidates.

Reorganisation of the Courses in Sanskrit.

The Vidvat Course.

23. One of the resolutions of a previous Committee (See Appendix B) adopted by this Committee lays down that the subjects of the Vidvat Courses should be made to coincide with the Madras University Courses for the Siromani Examination. Following this resolution, the Committee recommend the wholesale adoption of the Madras University regulations relating to the equipment of the student (*a*) with a general knowledge of the History of the Sanskrit Language and Literature, (*b*) with such general knowledge of certain specified subjects as is necessary for the proper understanding of the advanced special course, and (*c*) with a knowledge of the subjects noted under the special branches of study as requiring particular attention. But as to the Sanskrit text-books prescribed by the University in the several special branches of Sanskrit learning and their grouping under four main heads, it is understood that the University authorities themselves are not quite satisfied and are contemplating a revision of the courses and a regrouping of the subjects. Under these circumstances, this Committee recommend the adoption, with some necessary changes, of the Vidvat Course of studies framed by the Committee of 1903-04, which was generally approved by all scholars in Mysore. It has the further merit of having a continuity with the studies now

obtaining in the Mysore Colleges. The few noteworthy changes introduced into this course are: adopting the same texts for all in the Veda-Bhashya and Dharma sastra course, and bringing up the Vedanta course to its proper standard by addition of a few more subjects. The courses of College studies thus revised are given in Appendix F, while the Sanskrit courses in the Primary and Secondary stages leading up to these College studies are given in Appendix C.

24. The courses in Vedic Recitation and the subjects subsidiary to it prescribed in connection with the three Vedas separately are omitted here: for, though the students of the Mysore Colleges and other candidates are annually examined in these courses and rewarded along with the candidates for Vidvat Examination in subjects of high literary culture, they have always been given a minor place in these examinations as not including studies of any cultural value. They are, in the opinion of the Committee, to be given, along with the Ritualistic Prayoga (*vide ante* para 16), a separate place in the curricula of Sanskrit Schools and Colleges, outside the course of literary studies. The students of these courses of study may be annually examined and rewarded as usual along with the candidates for the Vidvat Examination in literary branches. The Committee, however, are prepared to concede that even such students may be regarded as Vidvans for purposes of prizes, etc., if they bring up, in addition, *Lakshana Granthas* and the literary subjects comprehended in the general part of the Intermediate stage of the College course.

25. Admission to the College course shall be open to such students only as have passed in the Entrance (School-Final) Examination to be held annually in the third, fourth, and fifth years' portions of the Secondary Sanskrit course (*Vide* Appendix C). It is believed that the College course of studies now laid down in the several branches of Sanskrit Literature separately can be finished in four years by such scholars studying diligently full time in the day during the whole course. For purposes of convenience, the whole College course may be divided into two stages of equal duration of two years each, thus:

Pûrva (First or Intermediate)—First and Second years' course.
Uttara (Second or Final)—Third and Fourth years' course.

At the end of the First or Intermediate stage the student shall undergo an examination in the subjects studied in that stage. Success in this examination will alone entitle the student to promotion to the next stage of study, while success in the examination at the end of the second stage will entitle the student to the Vidvat Diploma.

The Mahavidvat Course.

26. The Committee further recommend the institution of a higher or Mahavidvat course—related to the Vidvat course as the M.A. is to the B.A. course—in the several chief branches of study, which will give the student such a mastery over a special subject as will make him an efficient teacher of that subject A similar recommendation was made by the Committee of 1903-04 and was approved. The course of Mahavidvat study laid down by that Committee has been adopted with some very slight changes (*Vide* Appendix G). To attract competent students to the Mahavidvat course of study, fellowships of a monthly value of from Rs. 20 to 30 tenable for three years, should be instituted. The students will prosecute their post-Vidvat studies with the aid of the College Library—which will have to be equipped with all the necessary books of reference—and under the guidance of the Senior Professors, who will have occasionally even to teach them those portions which cannot otherwise be mastered. These Fellows may also teach the subjects of their special study, for an hour or so every day, to the College classes under the guidance and supervision of the Senior Professors. The progress of the Mahavidvat student shall be tested by periodical examinations, the diploma of the Mahavidvat being granted on success in the final test at the end of the course. The scholar who has successfully completed the course will prove a real master of the subject. And as a still further incentive to the pursuit of such a high course of learning, the Committee heartily commend

every such scholar to the gracious patronage of His Highness the Maharaja, for enrolment as a Mahavidvan with such monthly or annual stipends as Mysore has all along been so liberally bestowing on Sanskrit scholars of high learning.

Better Methods of Sanskrit Teaching in the Exclusive Sanskrit Schools.

27. The Committee's recommendations under this head are the same as those already made as to the necessity of adopting improved text-books and improved methods of teaching in the General Schools. (*Vide* para 9 above.)

Trans-Mysore Studentships.

28. Mysore was once a famous centre of scholarship in the Tarka and Vyakarana Shastras, to which students from abroad used to resort for study. It has now ceased to attract such students. It is desirable to restore to Mysore this lost position by bringing the methods of study and exposition in Tarka and Vyakarana here up to the level attained by scholars who have made a special study of these subjects. It is further desirable to enable some scholars here to specialize in the study of the Sankhya and Yoga Shastras, to which sufficient attention has never been paid in these parts. With these objects in view, the Committee recommend that some select students should be induced to go to the places where there are scholars who have attained eminence in the study of these Shastras, and learn from them their methods of study and exposition. This recommendation is embodied in the following resolution :—

"In view of the fact that eminent scholars in Benares, Calcutta, Navadvipa and Bhattapara have for many generations made Vyakarana, Tarka, Sankhya and Yoga, subjects of life-long study and teaching, the Committee think it desirable to afford to the promising Vidvans of the Mysore Colleges facilities for a further study of one or more of the subjects under best teachers in those seats of Sanskrit learning. With a view to this, the Committee recommend the institution of four scholarships of Rs. 30 per month tenable for two or three years—with travelling allowances once a year to and from the place or places selected, on a scale according to the student's circumstances—the tenure being subject to the rules to be framed in that behalf."

Reorganisation of the Mysore and Bangalore Sanskrit Colleges.

(1) Their Respective Status and Mutual Relations.

29. The first question the Committee had to discuss under this head was, in the words of the Government order—(1) whether it is sufficient to have one central institution located in Mysore, or there should be two separate institutions in Mysore and Bangalore as at present, and (2) if there are to be two, what their mutual relations should be.

30. In determining this question, the Committee had before them statements showing the strength of the two Colleges according to the latest statistics. In the College Department, strictly so called, of the Bangalore College, there were six students made up of four students of Sahitya, one of Vyakarana and one of Dvaita Vedanta; while in the Mysore College, there were forty-five students in the Collegiate grade, five studying Sahitya, fourteen Tarka, five Vyakarana, seventeen Vedanta of the three different sects, and four of Jyotisha. Having taken into consideration the present state of the two Colleges as shewn by these figures, the Committee, after some discussion, came to the following unanimous conclusion : –

"The Mysore College should be the chief seat of advanced Sanskrit Education, to which the Bangalore Sanskrit College should be affiliated. The Mysore Sanskrit College should be equipped with a very efficient staff composed of a competent Principal and well qualified teachers of advanced course in all subjects, such as Sahitya, Veda, Mimamsa, Vedanta, (Advaita,

Visishtadvaita, and Dvaita,) Tarka, Vyakarana, Dharma-Shastra, and Jyotisha, while it is enough to equip the Bangalore Sanskrit College with a staff competent to teach Sahitya up to the highest standard and to teach Shastras such as Vyakarana and Tarka as mere subsidiary subjects. The Melkote Pathasala which as an aided institution has been for the last twenty years sending up candidates for the Vidvat Examinations of the Mysore Sanskrit College may be continued on its present basis, further facilities being given to it to adopt the revised courses."

(2) *The Establishment.*

31. The next question the Committee had to discuss was the number of teachers and other staff to be employed in the Mysore and Bangalore Sanskrit Colleges and the salaries to be given to them. In the opinion of the Committee, the existing staffs of the two Colleges fall far short of their requirements as conceived by the Committee and will have to be improved both in regard to the number and quality of teachers. In the primary and secondary departments, besides the purely Sanskrit teachers such as there are now, teachers of quite a different class will have to be employed to teach geography, history, arithmetic, elementary science and English Language. The College Department will have to be equipped not only with a staff of competent pandits for teaching the prescribed subjects in the several branches of Vidvat and Mahavidvat courses of study which can be handled only by the very best of Pandits but also with English-knowing Sanskrit scholars able to teach the History of Sanskrit Language and Literature as also the expository and critical methods of Western Sanskrit scholarship and the results of comparative studies in philology, philosophy and Religion with special reference to Sanskrit Literature. The premier College at Mysore should also have a Principal who, while being a Sanskrit scholar himself, well acquainted with the historical and critical methods of Western scholarship, must also be a man who is in sympathy with what is best in the methods of indigenous Sanskrit scholarship and has also an insight into the strong and weak points in the generality of the students and scholars of the old and new school whom he will have to guide and control. In the Mysore College, where provision will have to be made for all the branches of study, the Principal should be given an English Assistant possessing to some extent the same qualifications. A similar English-knowing Sanskrit scholar will have to be placed at the head of the Bangalore College. In accordance with these requirements, the Committee have proposed such staffs for the two Colleges as they have deemed adequate for the present and for some time to come. Provision is made for a professor of highest qualifications in each of the important special subjects, with an additional teacher where necessary, and for only teachers of a junior grade where such alone will do. As students increase in number, more teachers of a junior grade may be added to the staff. Detailed statements of the proposed staffs of the two Colleges are given in Appendix H.

Board of Management.

32. The whole scheme of Sanskrit Education set forth above in outline will give a great deal more advanced and complex shape to what is now in vogue, and will demand great care and circumspection in its working. The Committee think it desirable to entrust the working of the scheme to a permanent, strong and influential governing body constituted in addition to, or in the place of, the existing Managing Committees of the Mysore and Bangalore Colleges, and composed of gentlemen of high status evincing an intelligent and active interest in the progress of Sanskrit education and scholarship. Their main function will be to see to the proper working of the scheme in the two Colleges and affiliated institutions by inspection, by guiding the methods of tuition, and by conducting the public examinations connected with the scheme. Only such a strong and influential Board may be entrusted with the conduct of examinations which will be regarded equivalent as service tests to the corresponding examinations conducted by the Educational Department and the University. This Board will have further to administer the funds to be

placed at their disposal for the purpose of scholarships, prizes, etc., and shall issue annual reports on the progress of the department of Sanskrit Education under its control. This Board will have to be entrusted with full powers of discipline and patronage in connection with the two Colleges, and shall be responsible in all administrative matters committed to its charge directly to His Highness the Maharaja or to the Government as may be determined.

33. The work of the Board when fully developed will require a separate establishment; but in the beginning the affairs of the Board may be managed with the aid of the office establishment of the Mysore College, the Principal acting as Secretary to the Board.

34. One of the first things the Board of Management will have to do will be to frame bye-laws under all heads for the immediate working of the scheme outlined above and submit them for the orders of His Highness the Maharaja or the Government within three months of its appointment.

The Financial Result.

35. The net financial result of the proposals of the Committee will be a provision of Rs. ~~47,668~~—59,368 in place of Rs. 23,303, the existing provision for the Mysore and Bangalore Sanskrit Colleges put together, resulting in a net increase in cost of Rs. ~~24,365~~—36,065. For details, see Appendix I. 47528 24,265

Some of the scholars consulted offered suggestions which would result in considerable increases in the charges under boarding, prizes, scholarships and establishment, leading to such an increase in the total cost that it may at this stage be considered extravagant. The Committee will be satisfied if their proposals, as they now stand, be sanctioned without reduction, all further increase in the cost being deferred to the future when some years' experience in the working of the new scheme may prove encouraging and call for increased provision under the several heads.

The Place of Sanskrit Colleges in the University.

36. The revised courses of study recommended by this Committee, especially in the Anglo-Sanskrit Section, will form media of liberal education for the students of Sanskrit Schools and Colleges and will be worthy of a place in the Mysore University Scheme. The Mysore and Bangalore Sanskrit Colleges, in so far as they adopt these courses of study, may be affiliated to the University in its special faculty of Sanskrit studies, the final examinations for diplomas being conducted by the governing body of the University.

Summary of the Proposals.

37. The recommendations of the Committee may be summarised as follows:—

(1) An elementary course of Sanskrit to be made compulsory in the Fourth and Fifth Forms in the case of Hindu students and optional in the Sixth Form; or Sanskrit to be made an alternative subject to the Vernacular in the compulsory group of subjects, throughout, from the Lower Secondary up to B.A.

(2) A graduated series of Sanskrit Text-books to be compiled for use in elementary stages to make the Sanskrit study easier and more rational.

(3) Sanskrit in the early stages to be taught according to improved (English) methods.

(4) Subjects of general education such as arithmetic, geography, history and elementary science to form an integral part of the curricula of the primary and secondary Sanskrit Schools.

(5) English Language up to the Matriculation standard to form part of the secondary education in Sanskrit Schools.

(6) Students not taking up English in Sanskrit Secondary Schools and Colleges to study one of the vocational subjects such as (1) Puranic Exposition and Worship, (2) Smarta-Prayoga, (3) Shrauta-Prayoga (4) Temple-Worship.

(7) Students of the primary and secondary departments to be encouraged by awarding small scholarships and prizes and by free supply of books to a certain percentage of students.

(8) Students in the College Department to be given such stipends as will cover their boarding charges and contingent expenses.

(9) The graduates of the Anglo-Sanskrit Section of the Colleges to be regarded for purposes of public employment (including admission to the Mysore Civil Service Examination) as equivalent to pass B.A. graduates of the University.

(10) Courses of Collegiate study revised on the lines of the Siromani courses of the Madras University.

(11) Institution of a higher or Maha-vidvat degree in Sanskrit learning.

(12) Four Fellowships to Post-vidvat students studying the Maha-vidvat course.

(13) Four stipends for prosecuting Post-vidvat studies in Tarka, Vyakarana, Sankhya and Yoga outside Mysore.

(14) Reorganisation of the Mysore and Bangalore Sanskrit Colleges, and revision of the scale of pay for their establishments.

(15) Formation of a special Board of Management to control the Sanskrit studies in the exclusive Sanskrit Schools and Colleges and to conduct the public examinations connected with them.

(16) The Mysore and Bangalore Sanskrit Colleges to be eventually affiliated to the Mysore University.

APPENDIX—A.

Proceedings of the Government of His Highness the Maharaja of Mysore.

GOVERNMENT ORDER No. 2560-70—EDN. 66-14, DATED 26TH JANUARY 1915.

As it is desirable to determine on what lines Sanskrit Education in general should be conducted in future so as to conserve real scholarship and attract deserving students, the Government of His Highness the Maharaja are pleased to appoint a Committee consisting of the following gentlemen :—

President

Rajamanthra Pravina, Mr. H. V. Nanjundayya, C.I.E., First Member of Council.

Members

Dewan Bahadur, Mr. J. S. Chakravarti, M.A., F.R.A.S., Financial Secretary and Comptroller to the Government of Mysore.

Mr. Karpur Shrinivasarav, B.SC., etc., Chief Engineer with the Government of Mysore.

Praktana Vimarsa Vichakshana, Mr. R. Narasimhachar, M.A,. Government Archæologist in Mysore.

Rao Bahadur, Mr. M. Shama Rao, M.A., Inspector-General of Education in Mysore.

Mr. V. N. Narasimha Iyenger, Retired Palace Controller, Mysore.

Mr. B. Ramakrishna Rao, Palace Controller, Mysore.

Mr. A. Mahadeva Sastri, Curator, Oriental Library. *Secretary.*

2. The Committee will be requested to consider the question of Sanskrit Education in the State in all its aspects and to submit its opinion to Government. It will also deal with the following questions arising in this connection:—

Whether it is sufficient to have one Central Institution located in Mysore or there should be two separate institutions in Mysore and Bangalore, as at present.

If there are to be two, what their mutual relations should be.

3. The Committee will also submit proposals to reorganise the Mysore Sanskrit College, determining the number of teachers and other staff to be employed and the salaries to be given to them and regulating the grant of scholarships and other facilities to students. To facilitate its work the papers connected with the scheme before Government which has been prepared in the Muzrai Department for the reorganisation of the Bangalore Chamarajendra Sanskrit College will be placed at its disposal.

A. RAMANATHAN,
For Secretary, Education and Agriculture Departments.

To—The Members of the Committee.
The Inspector-General of Education in Mysore.
The Palace Controller, Mysore.
The Muzrai Superintendent in Mysore.

APPENDIX—B.

Proceedings of the Committee convened to consider the question of the higher Sanskrit Education with special reference to the reorganisation of the Chamarajendra Sanskrit College at Bangalore and held at "Padmalaya" Mysore at 8-30 a.m. on Monday the 8th June 1914.

PRESENT

President

Rajamantra Pravina
H. V. Nanjundayya, Esq., M.A., M.L., C.I.E.,
First Member of Council.

Members

Rao Bahadur M. Shama Rao, Esq., M.A.
Karpur Shrinivasa Rao, Esq., B. SC., L.C.E.
B. Ramakrishna Rao, Esq.
A. Mahadeva Sastri, Esq., B.A.
S. Ranga Char, Esq.
C. Krishna Rao, Esq., B.A.
R. Shama Sastry, Esq., B.A.
G. Aravamudu Iyengar, Esq., B.A., B.L.
Member and Secretary to the Committee.

ABSENT

M. Hiriyanna, Esq., M.A., L.T.

Resolved :—(1) That both the Sanskrit Colleges at Mysore and Bangalore should follow the same curricula in all the different classes.

(2) That the subjects of the Vidvan course should be made to coincide with the Madras University courses.

(3) That it should be optional for students to go in for the Madras University Examinations.

(4) That after this course is completed a higher course may be kept up in Mysore for Mahavidvans, and they should, after passing, be given an annuity by His Highness the Maharaja, of not less than Rs. 200 a year and enrolled as "Mahavidvans" of the Palace.

(5) That the present practice of giving prizes and certificates after the Dasara to those who pass these examinations should be continued.

(6) That the study of English along with Sanskrit may be optional, but more substantial encouragement should be given to it than for Sanskrit alone in prizes and scholarships.

(7) That for public employment, etc., the students who pass the "Siromani" or corresponding Mysore Examination (with English) may be considered equivalent to B.A. (pass) graduates, and that those of the Vidvan (Madras) standard to Intermediate men.

(8) That the following gentlemen do form themselves into a Committee to frame the common syllabus:—

1. Mr. A. Mahadeva Sastri, convener.
2. Mr. M. Hiriyanna.
3. Mr. R. Shama Sastry.
4. Mr. S. Ranga Char.
5. Mr. M. T. Nasasimha Iyengar;

and that any Pandits may be consulted as necessary.

H. V. NANJUNDAYYA,
President.

APPENDIX—C.

Syllabus of Sanskrit Studies.

(Primary and Secondary Departments.)

PREPARATORY COURSE (One year).

Sanskrit	....	Recitation: Stotras, 30 verses. Amara, 100 verses in the first Kanda. Sabda: Ajantasamanya.
Kannada	....	Reading: Primer and First Reader. Writing. Maggi, Bayipatha, Story-telling and Object Lessons.
Arithmetic	....	Oral and mental.

PRIMARY COURSE (Three years).

First Year.

Sanskrit	....	Recitation: Purusha-Sukta and Sri-Sukta.
		Reading: Balabodha in Devanagari; Kathasaptati or other equivalent book, 300 granthas.
		Sabda, Halantasamanya and Sarvanama.
		Amara: First Kanda (whole).
		Writing and Dictation in Devanagari.
Kannada	....	Reading: Second Reader.
		Writing and Dictation.
Arithmetic	....	The First four rules.

Second Year.

Sanskrit	....	Recitation: Aruna (first half).
		Poetry: Raghuvamsha, 10-12 Sargas.
		Prose: Kathasataka, 1-30 pages
		Grammar: Visesha-Sabdas in Subanta; and in Tinantha, the conjugation of *Edha* and *Bhu* in the ten lakaras. (Easy points of Grammar to be taught in the lessons on poetry and prose).
		Amara: Second Kanda
		Writing and Dictation in Devanagari.
Kannada	....	Writing and Dictation.
		Composition on set books.
Arithmetic	....	Compound Rules, G.C.M. and L.C.M., with simple problems.
Geography	....	The Globe and the General Geography of India.
General	...	Panchanga Reading.

Third Year.

Sanskrit	....	Recitation: Aruna, (second half).
		Poetry: Bharavi, 1-4 Sargas.
		Prose: Gadyavali (Bombay) 1,000 Granthas.
		Grammar: Typical forms of all Vikaranis in Tinanta, Samasakusumavali.
		Amara: Third Kanda.
		Writing and Dictation in Devanagari.
Kannada	....	Writing and Dictation.
		Composition on set books.
Arithmetic	....	Vulgar and Decimal fractions and Practice.
Geography	....	Outlines of the World.

SECONDARY COURSE (Five years).

First Year.

Sanskrit	....	Poetry: Magha, 1-5 Sargas.
		Prose: Gadyavali (Bombay), 1,500 Granthas.
		Grammar: Sabdarathnavali by G. V. Krishnachar.
		Translation into Sanskrit.
Arithmetic	....	Proportion; Interest; Square and Cubic Measure.
History	....	Outlines of Indian History (such as Marsden's.)
English	....	Primer; King Readers, Nos. I and II.
		Writing and Dictation.

Second Year.

Sanskrit	....	Champuramayana (to the end of Sundarakanda).
		Grammar: Siddhanthakaumudi, to the end of Ajantha-pumlinga.
		Vrittarathnakara, 1-3 Adhyayas.
		Translation into Sanskrit.
English	....	King Reader No. III.
		Grammar: Mason's Elementary Grammar.

English .... Writing and Dictation.
Translation into English.

Science .... Elementary Notions of Physical and Natural Sciences (Three hours a week).

Third Year.

Sanskrit .... Bharata-Champu.
Grammar: Siddhanthakaumudi, to the end of Samasa.
Rhetoric: Chandraloka, Arthalankara.
Translation into Sanskrit.

English .... Mysore Lower Secondary Texts.
Grammar: Mason's Grammar.
Composition, Dictation and Writing.

Science .... Elementary Notions of Physical and Natural Sciences. (Three hours a week).

Fourth Year.

Sanskrit .... Sakuntala-Nataka.
Kadambari (Purvabhaga).
Grammar: Siddhanthakaumudi, Tinanta (Churadyanta).
Rhetoric: Chandraloka (the remaining portion).
Composition.

English .... Matriculation Texts.
Composition and Grammatical Exercises.

Science .... Elementary notions of Physical and Natural Sciences. (Three hours a week).

Fifth Year.

Sanskrit .... Uttararamacharita.
Ratnavli.
Natakaprakarana in Prataparudriya.
Grammar: Siddhanthakaumudi, (up to the beginning of Sannanta).
Logic: Tarkasangraha with Dipika.
Composition in prose and verse.

English .... Matriculation Texts.
Composition and Grammatical Exercises.

APPENDIX—D.

Smarta-Prayoga.—(Four years' Course).

1. Kavya—Sanskrit portions of the first four Kavya classes.
2. Purva and Apara Prayoga.
3. Grihya-Sutra (Purva and Apara) with meanings.
4. Grihya-Mantras with meanings.
5. Jyotisha—Muhurtha-dipika; Kalamrita.
6. Rig-Veda Samhita (whole); or,
   Taittiriya-Yajurveda, 82 Prasnas; or,
   Sama-Samhita.
7. Asaucha-Prakarana.

APPENDIX—E.

VOCATIONAL STUDIES FOR VAIDIKA STUDENTS IN SANSKRIT SECONDARY SCHOOLS AND COLLEGES.

I. Smarta-Prayoga.

1. Apastamba- or Gautama-Dharmasutra with a commentary.
2. One Grihya-Sutra with a commentary; Mantras used in the Grihya rituals with their meanings.
3. Purva and Apara Prayoga.

4. Some important Vedic Suktas used in connection with Vedic rituals and other ceremonial occasions, with their meanings.
5. Kalamrita.
6. Madhava's Kalanirnaya.
7. Dharma-Sastra—Ahnika, Samskara, Asaucha and Sraddha sections: Varsha-kritya (as in Nirnaya Sindhu).

II. Shrauta-Prayoga.

1. Trikandi-Mandana.
2. Apastamba-Paribhasha-Sutra with a commentary.
3. Shrauta ritulas of Adhana, Agnihotra, Darsa-Purnamasa and Agnishtoma, with Sutras, Brahmanas and Mantras relating to them with their meaning. Purva-Uttara-Prayaschitta.

III. Puranic Exposition and Worship.

1. Srimad-Ramayana.
2. Mahabharata—Adi and Vana Parvas and the five Shanti sections.
3. Purana—Sri-Bhagavata, or Siva-Mahapurana, or Devi-Bhagavata, with a commentary.
4. A detailed knowledge of any five Vratas such as *Ganesa*, *Anantha*.
5. Puranic Shanti.
6. Karma-Vipaka.
7. Vedic hymns used in Puranic worship with their meanings.

IV. Temple Worship.

(Text-books te be prescribed later on).

APPENDIX—F.

Vidvat Course of Study.

I. Veda-Bhashya.

Intermediate.

General:—1. Tarka-Muktavali.
2. Mimamsa—Apadeviya; Jaiminiya-Nyayamala, 1-3 adhyayas.
3. Vyakarana—Siddhanthakaumudi, Purvardha omitting Taddhita; and Uttarardha, up to the beginning of Sannanta.
4. Rig-Veda—Mandala I, 122-131 Suktas (text only).
5. Gautama-Dharmasutra (text only).
6. Manusmriti, 7-9 adhyayas (text only).
7. The History of Sanskrit Literature in outline.
8. The History of Sanskrit Language.

Special:—1. Siddhantakaumudi, the remaining portion.
2. Nirukta.
3. Jaiminiya-Nyayamala, the remaining portion.
4. Veda-Bhashya—
Rik-Samhita I, 1-4 Anuvakas; I, 21-22 Anuvakas.
Aitareya-Brahmana—First Panchika.
Taittiriya-Samhita—I, 1-3 Prasnas; IV, 1-2 Prasnas.
Taittiriya-Brahmana—I i, 2—ii, 1; II, i.

Final.

General:—The History of Sanskrit Literature (in detail).

Special:—1. Veda-Bhashya—
Taittiriya-Aranyaka—First Prapathaka.
Chhandogya-Upanishad.
Aranya-Samhita.
2. Pratisakhya (any one).

3. Apastamba-Srautasutra—Darsa-Purnamasa, Agnihotra and Agnishtoma.

NOTE—Students taking up *Veda-Bhashya*, *Vedic Recitation*, *Yajnika-Prayoga*, *Purva-Mimamsa*, and *Dharma-Sastra* are expected to pay particular attention to—

(*a*) The application of Mimamsa to Vedic Exegesis and to the proper comprehension of the social and the legal aspects of the Dharma-Sastras.

(*b*) Sanskrit Philology treated with reference to Indo-Germanic comparative Grammar; or Elements of Compartaive Mythology and Comparative Religion as worked out by Western Scholars.

(*c*) Ancient History of the Aryans as based on Vedic Literature.

II. Veda Recitation.

Intermediate.

General :—(As in Veda-Bhashya).

Special :—One of the following groups :—

1. Rigveda—Samhita with Pada and Krama.
2. Yajurveda (Taittiriya)—Samhita with Pada and Krama; Brahmana and Aranyaka.
3. Samaveda—Rik-Samhita, Sama-Samhita, Pada-Samhita, Uha, Padapatha, Rahasya.

Final.

General :—(As in Veda-Bhashya).

Special :—One of the following groups :—

1. *Rigveda*—(1) Samhita in Ghanapatha;
   or, Purva and Apara (Smartha) Prayoga with Sutras and Mantras and their meaning;
   or, Srautha Prayoga (Hautra) to the end of Chayana.
   (2) Saunakiya-Prathisakhya with Uvvatabhashya.
   (3) Varnakrama.
2. *Yajurveda*-(Taittiriya)—(1) Samhita in Ghana-Patha;
   or Purva and Apara (Smartha) Prayoga with Sutras and Mantras and their meaning;
   or Srauta-Prayaga (Adhvaryava) to the end of Chayana.
   (2) Taittiriya-Pratisakhya with Vaidikabharana-Vyahya.
   (3) Varnakrama.
3. *Samaveda*—(1) Tandyamahabrahmana, Chhandogyopanishad;
   or, Purva and Apara (Smartha) Prayoga with Sutras and Mantras and their meaning;
   or, Srauta Prayoga (Audgatra) to the end of Chayana.
   (2) Riktantra-Vyakarana and Phulla-Sutra with glosses.

[For special points of study, see *Note* under Veda-Bhashya].

III. Yajnika-Prayoga.

Intermediate.

General :—(As in Veda-Bhashya).

Special :—1. Jaiminiya-Nyayamala, the remaining portion.
2. One Grihya-Sutra, with a commentary on the Sutra, and the Mantras therein referred to with their meanings.
3. One Apara-Sutra, with a commentary on the Sutra and the Mantras therein referred to with their meanings.
4. Purva and Apara Prayoga.
5. Apastamba or Gautama-Dharma-Sutra with a commentary.
6. Brahmamedha-Prayoga with Mantras and their meanings.

Final.

General :— (As in Veda-Bhashya).
Special :— 1. Apastamba- Srauta- Sutra,— Darsa-Purnamasa, Agnihotra, and Agnishtoma, with commentaries on the Sutras and the Mantras referred to in them, and with Prayoga.
2. Trikandi-Mandana.
[For special points of study, see *Note* under Veda-Bhashya].

IV. Purva-Mimamsa.

Intermediate.

General :—(As in Veda-Bhashya).
Special :—1. Bhatta-Dipika.
2. Bhatta-Kaustubha, 1-2 Adhyayas.
3. Apastamba-Srauta-Sutra—Darsa-Purnamasa, Agnihotra and Agnishtoma with commentaries on the Sutras, and the Mantras referred to in them.

Final

General :—(As in Veda-Bhashya).
Special :—1. Sabara-Bhashya 1, 2, 3 Adhyayas.
2. Tantra-Vartika, Adhyaya I, 2, 3, 4 Padas.
3. Sastra-Dipika, Adhyaya I, 1st Pada.
4. Bhattarahasya.
[For special points of study, see under Veda-Bhashya in the corresponding place.]

V. Dharma-Sastra.

Intermediate.

General :—(As in Veda-Bhashya.)
Special :—1. Jaiminiya-Nyayamala, the remaining portion.
2. Yajnavalkya Mitakshara.
3. Viramitrodaya —Paribhasha-Kanda.
4. Smriti-Chandrika—Ahnika and Samskara Kandas.

Final.

General :—(As in Veda-Bhashya).
Special :—1. Manu-Bhashya, 1-3 Adhyayas.
2. Nirnayasindhu.
3. One Grihya-Sutra, with a commentary on the Sutras and the Mantras referred to therein.
[For special points of study, see *Note* under Veda-Bhashya.]

VI. Jyotisha.

Intermediate.

General :—(As in Veda-Bhashya).
Special :—1. Lilavati and Bijaganita.
2. Ketakar's Grahaganita.
3. Rekhaganita —1, 2, 3, 6, 11 and 12 books.
4. Chapiya-Rekhaganita.
5. Siddhanta-Siromani —Goladhyaya and Grahaganita.

Final.

General :—(As in Veda-Bhashya).
Special :—1. Sripati-Paddhati.
2. Brihajjataka.
3. Jinendramala.
4. Vidya-Madhaviya.
5. Brihat-Samhita—1-20 Adhyayas.

NOTE—Students of Jyotisha are expected to make a comparative study of Eastern and Western systems of Astronomy and Astrology, or of Mathematics.

VII. Tarka—New.

Intermediate.

General :—(As in Veda-Bhashya).
Special :—1. Dinakariya Muktavalivyakhya.
2. Gadadhara's Panchalakshani, Chaturdasalakshani, Siddhantalakshana, Pakshata and Avayava.

Final.

General :—(As in Veda-Bhashya).
Special :—1. Gadadhara's Samanyanirukti, Savyabhichara-Satpratipaksha-Badha-Vibhajakas, Vyutpattivada.
2. Udayana's Nyaya-Kusumanjali.
3. Tattvachintamani—Pratyaksha and Sabda Khandas.

NOTE—Students of New and Old Tarka are expected to pay particular attention to—
(*a*) The study of Indian Logic as campared with the outlines of Modern European Logic,
(*b*) The logic of Vyutpattivada as a part of the science of Language; or,
The Psychology of Yoga considered in the light of European thought.

VIII. Tarka—Old.

Intermediate.

General :—(As in Veda-Bhashya).
Special :—1. Dinakariya Muktavali-Vyâkhyâ.
2. Vaiseshika-Bhashya.
3. Nyaya-Bhashya.
4. Nyaya-Kusumanjali.

Final.

General :—(As in Veda-Bhashya).
Special :—1. Sankhyatattvakaumudi.
2. Samkhya-Pravachana-Bhashya,
3. Yogabhashya with Tika and Vartika.
4. Sarvadarsna-Sangraha.

[For special points of study, see *Note* under *Tarka-New*.]

IX. Vedanta.

Intermediate.

General :—(As in Veda-Bhashya).
Special :—1. Dinakariya Muktavali-Vyakhya; or Sitikanthiya (Tarka-prakasa).
2. Yoga-sutra with Bhoja's Vritti.
3. Sankhya-Karika with Gaudapada's Tika.
4. Advaitaparibhasha.
5. Tattvatraya of Lokacharya.
6. Madhvacharya's Tattvodyota and Tattvasankhyana; Pramanapaddhati.
7. Appayyadikshita's Siddhantalesa-Sangraha;
or, Ramanujacharya's Vedartha-Sangraha;
or, Madhvacharya's Vishnutattva-Nirnaya.
8. Upanishad-Bhashya (any school) Isa, Kena, Katha, Prasna, Mundaka, Mandukya, Taittiriya, Aitareya, Brihadaranyaka (sixth Adhyaya only), Chhandogya (sixth prapathaka only).

9. Gita-Bhashya (any school).
[Students of Dvaita-Bhashya should study it with Tika.]

Final.

General :—(As in Veda-Bhashya).
Special :—1. Brahmasutra-Bhashya (any school).
2. Bhamati - Chatussutri ;
or, Srutaprakasika – Jijnasadhikarana ;
or, Sudha – Jijnasadhikarana.
3. Advaita-Siddhi, to the end of Ekajivavada ;
or, Satadushani, 1-15 Vadas ;
or, Nyayamrita to the end of Ekajivavada.

NOTE— Students of Vedanta are expected to pay particular attention to the Ethics and the Metaphysics of the Vedanta and the Psychology of Yoga considered in the light of European thought.

X. Vyakarana.

Intermediate.

General :—(As in Veda-Bhashya).
Special :—1. Siddhantakaumudi, the remaining portion.
2. Paribhashendusekhara.
3. Sabdendusekhara.
4. Sabda-Kaustubha, 1-9 Ahnikas.

Final.

General :—(As in Veda-Bhashya).
Special :—1. Mahabhashya—Angadhikara with Kaiyata's gloss.
2. Vaiyakaranabhushanasara.
3. Gadadhara's Vyutpattivada.
4. Vakyapadiya, Kanda I.

NOTE—Students of Vyakarana and Sahitya are expected to pay particular attention to—
(*a*) Sanskrit Philology treated with reference to Indo-Germanic Comparative Grammar.
(*b*) Contributions made by Panini, Patanjali and Bhartrihari towards the elucidation of the Science of Language and the Logic of Grammar, or
The principles and methods of Literary Criticism.

XI. Sahitya.

Intermediate.

General :—(As in Veda-Bhashya).
Special :—1. Siddhanthakaumudi—the remaining portion, omitting Vaidikaprakriya.
2. Dinakariya Muktavali-Vyakhya.
3. Kuvalayananda.
4. Naishadha—1-5 Cantos.
5. Magha, 13-19 Sargas.
6. Kadambari.
7. Mudrarakshasa.
8. Mrichchhakatika.
9. Prakritaprakasa of Vararuchi.
10. Translation from and into Sanskrit.

Final.

General :—(As in Veda-Bhashya).
Special :—1. Kavyaprakasa.
2. Rasagangadhara—Alankara-Prakarana, to the end of Atisayokti.

3. Venisamhara.
4. Anargharaghava.
5. Karpuramanjari.
6. Composition in prose and verse.

[For special points of study, see *Note* under Vyakarana.]

APPENDIX—G.

Mahavidvat Course of Study.

TEXT-BOOKS TO BE STUDIED.

I. Vyakarana.

1. Mahabhashya with Kaiyata's and Nagojibhatta's glosses.
2. Manorama with Sabdaratna.
3. Paribhashendusekhara with Bhairavamisriya and Vakyartha-Chandrika.
4. Laghumanjusha.
5. Vakyapadiya.
6. Vaiyakaranabhushana.
7. Yaska's Nirukta.

II. Tarka-Sastra.

1. Udyotakara-Vartika with Vachaspati's Tika, or Gadadhara's Anumana-khanda (complete).
2. Nyayamanjari of Jayanta.
3. Nyayakandali (a gloss on Prasastapadabhashya).
4. Atmatatvaviveka with Raghunatha-Siromani's Tika.
5. Tatvachintamani of Gangesopadhyaya.
6. Jagadisa's Sabdasaktiprakasika.
7. Gadadhara's Pramanyavada.
8. Giridharopadhyaya's Vibhaktyarthanirnaya.
9. Sabdakhanda in Nyaya-Kaustubha.
10. Samanyanirukti-Vevechani, and Satpratipaksha-satakoti-khandana.
11. Gadadhara's Saktivada.

III. Purvamimamsa.

1. Sabara-Bhashya.
2. Bhattakumarila-Vartika.
3. Shastradipika.
4. Salikanatha's Prakarana-panchika.
5. Vidhirasayana.
6. Parthasarathi-Misra's Nyayaratnamala.
7. Apastamba-Srauta-Sutra,—Somanta with Vyakhya.

IV. Advaita-Vedanta.

1. Brihadaranyakabhashya-Vartika.
2. Bhagavadgitha with Madhusudaniya.
3. Sarirakabhashya with Bhamati and Kalpataru.
4. Panchapadika with Vivarana.
5. Vidyaranya's Vivaranaprameyasangraha.
6. Nyayarakshamani.
7. Advaitasiddhi with Brahmanandiya.
8. Sankshepasariraka.

V. Visishtadvaita-Vedanta.

1. Bhagavadgita-bhashya with Tatparyachandrika.
2. Sribhashya with Srutha-prakasika.
3. Tattva-Marthanda with Chandatapa on the third and fourth Adhyayas
4. Vedantavijayapanchaka of Mahacharya.
5. Siddhitraya of Yamunacharya.
6. Tattvamuktakalapa with Sarvarthasiddhi.
7. Satadushani with Chandamaruta.
8. Nyayaparishuddhi.

VI. Dvaita-Vedanta.

1. Anuvyakhya with Nyayasudha.
2. Chandrika with Prakasha and Seshachandrika.
3. Dasaprakaranas with Tika.
4. Nyayamrita with Tarangini.
5. Tarkatandava with Tippani.
6. Abhinava-Tandava.
7. Vadavali with Tippani.
8. Madhvacharya's Rig-Bhashya.

VII. Sahitya.

1. Rigveda, Ashtaka I, 1-2 Adhyayas with Sayana's Bhashya.
2. Aitareya Brahmana with Sayana's Bhashya, 1-2 Panchikas.
3. Malatimadhava.
4. Chanakya's Arthasastra—1-4 Adhikaranas.
5. Vasavadatta.
6. Harshacharitra.
7. Naishadha.
8. Siddhanta-Kaumudi (with Svara-Vaidika-Prakriya).
9. Shadbhashachandrika.
10. Chitramimamsa.
11. Rasagangadhara.
12. Alankara-Kaustubha.
13. Dhvanyaloka with Lochana.
14. Dasarupaka.
15. Sabdasaktiprakasika.

VIII. Jyotisha.

1. Brihatsamhita.
2. Panchasiddhantika.
3. Suryasiddhanta.
4. Siddhantatattva-viveka.
5. Aryabhatiya-Siddhanta.
6. Trikonamiti.
7. Ramal Navaratna.
8. Hayanaratna.
9. Muhurtachintamani.
10. Brihallampaka.

APPENDIX—H.

Revised Scale of the College Establishment.

MYSORE COLLEGE.

TEACHING STAFF.

College Department.

			Rs.	Rs.	Rs.
1.	Principal	... ...	200	20	300 *
2.	Vice-Principal	....	100	10	150
3.	Sahitya Professor	....	50	5	100
4.	,, Tutor	....	30	2	50
5.	,, ,,	....	30	2	50
6.	Vyakarana Professor	....	50	5	100
7.	Tarka ,,	....	50	5	100
8.	,, Tutor	... .	30	2	50
9.	Advaita-Vedanta Professor	....	50	5	100
10.	Visishtadvaita ,,	....	50	5	100
11.	Dvaita ,,	....	50	5	100

* A higher pay may be given if persons of superior qualifications can be obtained.

			Rs.	Rs.	Rs.	Rs.	Rs.
12. Mimamsa	Tutor	....	30	2	50		
13. Dharmasastra	,,	....	30	2	50		
14. Jyotisha	,,	....	30	2	50		
						780	1350
School Department.							
1. English and General subjects teacher		....	50	4	70		
2. ,,		....	40	2	50		
3. ,,		....	30	2	40		
4. ,,		....	20	2	30		
5. Kanarese teacher		....	20	2	30		
6. Kavya and Alankara teacher		....	25	1	30		
7. Kavya and Vyakarana teacher		....	25	1	30		
8. ,,		....	20	1	25		
9. ,,		....	20	1	25		
10. ,,		....	15	1	20		
						265	350
Veda and Prayoga.							
1. Rigveda teacher		....	20	2	40		
2. Yajurveda ,,		....	20	2	40		
3. Samaveda ,,		....	20	2	40		
						60	120
Clerical and Menial Staff.							
1. First Clerk		....	30	3	45		
2. Second Clerk		....	20	1	25		
3. Third Clerk and Librarian		....	20	1	25		
						70	95
4. Peons, etc. (as now)		....			....	60	60
5. Contingencies, Library, Furniture, etc.		....			...	60	60
		(Per mensem)				1,295	2,035

BANGALORE COLLEGE.

Teaching Staff.

College Department.

1. Principal		....	100	10	150		
2. Sahitya and Alankara Professor		....	50	5	75		
3. Sahitya and Tarka (Tutor)		....	30	2	50		
4. Sahitya and Vyakarana ,,		....	30	2	50		
						210	325
School Department.							
(As in the Mysore College)		....			....	265	350
Veda and Prayoga.							
1. Rigveda Teacher		....	15	2	25		
2. Krishna-Yajurveda Teacher		...	15	2	25		
3. Sukla-Yajurveda ,, ...		....	15	2	25		
4. Samaveda ,, ...		....	15	2	25		
						60	100
Clerk		....	15	1	20	15	20
Peons, etc. (7, 7, 6, 4)		....			24	24	24
Library and contingencies		....			15	15	15
						589	834

APPENDIX—I.

The Total Cost of the Proposals.

I. College Establishments.

	Per Month.		Per Year.	
1. Mysore College	1,295	2,035	15,540	24,420
2. Bangalore College	589	834	7,068	10,008
	1,884	2,869	Min. 22,608	Max. 34,428

II. Scholarships, etc. to Students.

	Per Month	Per Year		
1. Scholarships to 70 Adhyayana and Prayoga students at Rs. 3 per month per head on an average	210	2,520		
2. Annual Prizes to the same at Rs. 3 per head on an average....	....	210		
3. Scholarships, free supply of class-books, and prizes to 160 students in the school departments of the Mysore and Bangalore Sanskrit Colleges....	....	1,350		
4. Grants-in-aid to the moffusil students on the results of annual examinations	....	2,000		
5. Scholarships and Boarding charges to 60 students of the College Department at Rs. 9 per student per month on an average in the two Colleges....	540	6,480		
6. 4 Fellowships at Rs. 25 per mensem	100	1,200		
7. 4 Trans-Mysore studentships at Rs. 30 per mensem	120	1,440		
8. Travelling allowances to the 4 students in (7) at Rs. 60 each	....	240		
			15,440	15,440

III. Public Examination charges.

1. Examiners' Fees	2,500		
2. Prizes to successful candidates	4,000		
3. Feeding the candidates	2,000		
4. Travelling expenses of Examiners and other contingent charges (printing question papers, etc.)	1,000	9,500	9,500
		* 47,548	59,368

Existing Provision—					
Mysore College	16,223	0	0		
Bangalore College	7,080	0	0		
	23,303	0	0		
Deducting the existing provision				23,303	23,303
Net increase				* 24,245	36,065

590.

* In para 35, for 47,668 and 24,365 read 47,548 and 24,245 respectively.

Sanskrit Education Committee.

Memo.

I beg to submit herewith a copy of the Final Report of the Committee with the covering letter. The letter with the Report was sent yesterday to the Secretary to Government with 12 spare copies and also 12 copies of the printed volume of the selections from the previous records on Higher Sanskrit Education. I have also sent copies of the Final report to the Members of the Committee.

Professor Rangacharya of Madras has just written to me stating his views about the draft scheme sent to him for favour of opinion. His letter in original is herewith submitted.

He suggests the necessity of training Sanskrit teachers in the College. We will have both types of teachers he speaks of, and it will be quite possible to open a training class in the Mysore Sanskrit College as in the Maharani's Girls' College.

As to the students being taught English along with Sanskrit, there is no room in our scheme for the fear that they will neglect Sanskrit studies or that their Sanskrit scholarship may be wanting in depth. They will be taught Sanskrit subjects by Pandits in their own style and will be examined finally, for the most, by Pandits, who have to certify as to their Sanskrit scholarship. The substantial scholarships and other facilities afforded to the advanced students as well as the alluring prospects held out to the graduates will be enough inducemnts

to make them continue their course of Sanskrit study to the end. English being commenced not so soon as in the General schools and being then taught only as language, no student will find it to his interest at any stage of his studies to give up Sanskrit studies altogether and take to the English course alone.

We may avail ourselves of the Professor's recommendation at the end of his letter by way of permitting the pure Sanskrit Vidvans, who have or will have finished their Sanskrit studies, to attend the General Education and English Classes along with others.

N Mahadevasastri
26/2/16

Recd
24/2/16

66

Triplicane, Madras,

22nd February, 1916.

Dear Mr. Mahadeva Sastriyar,

Kindly excuse me for the long delay in writing to you. I have been unwell for over three years and have been of late somewhat particularly bad. Please convey my thanks to Mr. Nanjundayya for his having asked you to send to me the memorandum on Sanskrit studies in Mysore. I went through the memorandam carefully and found that it was on the whole on the right lines. However, no provision seems to have been made for the training of Sanskrit teachers. We want two types of teachers, the English knowing Sanskritist equipped with Sanskrit learning as nearly like the Pandit as possible. This is one type of Sanskrit teacher wanted. The other type is the pandit with new ideas in relation to teaching and the aim of education. I believe provision can be made for training of both these types of teachers easily enough in Mysore. In regard to your question as to the necessity of insisting upon knowledge of English on the part of highly trained pandits, I remember that there was a serious discussion at the Simla Conference of Orientalists in 1911. I had the honour of being a member of the Conference, and the general opinion was that it would be better to enable the pandit to become a pandit without in-

Mr. Mahadeva Sastriyar

N.B.—Should routine notes be written on small slips, the notes must be copied, or slips pasted on this form.

W.D. 81—GPB—60,000—20-7-16

sisting upon his acquiring western knowledge through a western language. But that as many pandits as are willing should be encouraged to acquire such knowledge in such manner, after ~~they have~~ they have become pandits. The idea was that if English is learnt side by side with Sanskrit, the chances are that the student will disregard the unpaying Sanskrit study, preferring the paying and practically useful English. Another idea also was that the authority of the pandit as pandit may also suffer from his knowledge of English. Here, in the Madras University, you will observe from the regulations, that scope is given for pandits to become pandits postponing the study of English to a later time. Without English the course is not, of course, considered complete, and the title does not become due. Some such device may be adopted in the Mysore scheme also.

A friend tells me that there is in the Oriental Library under your management a copy of Mayamata or Mānasāra with a Kanarese translation; which it is, he does not particularly know; whichever it may be, he wants that work to be copied out for him in Dēvanāgari characters, as he is not much familiar with the Kanarese script. Please let me know what the cost of preparing the copy of that work with the Kanarese commentary is.

Excuse me for the trouble I am giving you.

I am yours,

with sincere regards,

M. Rangachari

N.B.—Should routine notes be written on small slips, the notes must be copied, or slips pasted on this form.

W.D. 81—GPB—60,000—20-7-16

DIARY No. 62/18
D 019—GPB—1,000—10-4-16
19-19
SECTION Edn
FILE No. 69-14
SERIAL No. 3

68

No. 1061
Encls.

OFFICE OF THE MUZRAI SUPERINTENDENT IN MYSORE,

Dated Bangalore, 2nd April 1917.

EDN. & REV. SEC.
4 APR 1917.
4/4

FROM

G. ARAVAMUDU IYENGAR, ESQ., B.A., B.L.,
MUZRAI SUPERINTENDENT IN MYSORE,
BANGALORE.

To

P. G. D'Souza, Esquire, B.A., B.L.,
Secretary to the Government of His Highness
the Maharaja of Mysore, Departments of Education
and Agriculture, BANGALORE.

SIR,

With reference to your letter No.1891/Edn.69-14 dated 2nd September 1916 desiring me to correspond with the principal Mathas interested in the advancement of Sanskrit Education and submit a report on the extent of contributions which may be expected from these institutions, I have the honour to state as follows:--

2. I placed myself in communication with the Swamies of the marginally noted Mathas which represent the more important religious foundations in the State that may be said to be interested in the advancement of Sanskrit Education and replies have been received from eleven of them. Three, viz., the Swamies of the Sivaganga, Sri Padaraya and Akshobhya Thirtha Mathas have not sent any reply at all while

1. Sri Sringeri Matha.
2. Sri Parakala Matha.
3. Sri Uttaradi Matha.
4. Sri Vyasaraya Matha.
5. Sri Raghavendra Swami Matha.
6. Sri Kundapur Vyasaraya Matha.
7. Sri Sripadarayaswami Matha.
8. Sri Akshobhya Thirtha Swami Matha.
9. Sri Subrahmanya Matha.
10. Sri Sivaganga Matha.
11. Sri Kudli Sringeri Matha.
12. Sri Ahobila Matha.
13. Sri Krishnanda Matha.
14. Sri Bheemanakatte Matha.

the Swamies of the Uttaradi and Raghavendra Swami Mathas have not given a definite answer.

3. Out of the remaining nine, only three have promised a contribution as shewn below:--

Swamy of the Kudli Sringeri Matha.	-	Rs.840/- a year.
Do. the Ahobila Matha.	-	Rs.100/- "
Do. the Krishnanda Matha at Mulbagal.		Rs. 25/- "

The contributions do not amount to much but will be found useful for grant of a few scholarships.

4. The Swamies of the Sringeri, Parakala, and Vyasaraya Mathas, state that they are already spending a respectable portion of their income in maintaining Patasalas and supporting Vidyarthis and this is also true in the case of some of the other Mathas such as Uttaradi and Raghavendraswami. The Sivaganga Swami has already made over to the Students Home Fund of the Bangalore Sanskrit College Rs.840/- per annum and the Swami of the Sri Vyasaraya Matha has recently given a contribution of Rs.1000/- a year to certain scholarship funds partly in aid of English and partly of Sanskrit Education besides maintaining a Sanskrit Patasala at the Matha at a cost of Rs.2000/- a year.

5. Under these circumstances it is to be feared, that no substantial help can be forthcoming in aid of the improvement of Sanskrit education now under contemplation which is to a large extent secular. In justice to these Mathas, it is to be remembered, that these foundations are mostly in the interest of sectarian tenets and philosophy and it is their primary duty to hand down the teachings and exposition of the sectarian doctrines and this has to be done under specified conditions of ceremonial purity, which makes it impracticable for a Sanskrit school to undertake the work. Thus most of the Mathas have to maintain some arrangement of its own for " [illegible] " and the size of these classes is only limited by the resources of the Matha.

6. I am not therefore hopeful that any substantial portion of the additional cost will be forthcoming from the source. It would however be sad if, on this account, the Government should postpone the consideration of the question. The improvement and popularization of Sanskrit learning is one of vital interest to the country, not only for the improvement of the vernacular literature but also for the maintenance unimpaired of the Hindu culture which guides the life and aspiration of the vast majority of the people. As regards the Sri Chamarajendra Sanskrit College at Bangalore, I can say that the reorganization is much over due. It is almost the first work I undertook after taking charge of my present office and it is some satisfaction to know that the proposals submitted by me have been on the main accepted by both the Committees, Under the glamour of the expected improvement, a large number of capable students joined the College, but owing to continued delay and uncertainty, many of them have since left and the College is fast lapsing into its original condition of comparative inanition and lack of interest.

I have the honour to be,

Sir,

Your moste obedient servant,

Muzrai Superintendent.

From

THE MUZRAI SUPERINTENDENT
IN MYSORE.

To

The Secretary to Govt
of His Highness the
Maharaja of Mysore
Dept of Edn & Agri

Dated Bangalore

Despatched 2-4-1917

No. 1061
Encls.

SUBJECT

Reports that no substantial help can be forthcoming in aid of the improvement of Sanskrit education from certain Swamis of Madras.

72

GEN. & REV. SE. No. 2889 / with Enclosures 5.

10 FEB 1917

OFFICES OF THE MYSORE UNIVERSITY,

Dated Mysore, 7th February 1917

FILE No. 41146

10-10
SECTION Edn
FILE No. 103-15
SERIAL No. 6

From

Thos. Denham, Esq., M.A.,
Registrar, Mysore University,
Mysore.

To

P.G. D'Souza, Esq., B.A., B.L.,
Secretary to the Government of
His Highness the Maharaja of Mysore,
Departments of Education and Agriculture,
Bangalore.

Sir,

With reference to your letter No.1362/Edn.103-15-2 dated the 14th August 1916 forwarding certain papers relating to the proposals for the re-organisation of the Oriental Library and the improvement of Sanskrit Education in the State and calling for the opinion of the University Council in the matter, I am directed to state that a Committee composed of the marginally noted gentlemen

1. Rajamantrapravina Dewan Bahadur Mr. J.S. Chakravarti, M.A., F.R.A.S.
2. Rao Bahadur Mr. M.Shama Rao, M.A.
3. Rajasabhabhushana Mr. Karpur Shrinivasrav, B.Sc., L.C.E.
4. Rao Bahadur Mr. M.C.Rangaiengar, B.A.
5. Mr. M.Venkatakrishnaiya

was appointed to consider and report on the subjects referred to the Council and also on the question of the establishment of a Faculty of Oriental Learning brought forward by Mr.J.S. Chakravarti.

The report of the Committee was after circulation among the members of the Council discussed at the Meeting held on the 20th January 1917 when their recommendations in regard to Oriental Library and improvement of Sanskrit Education were approved by the Council, the question regarding the establishment of a Faculty of Oriental Learning being postponed for further consideration.

A copy of the report of the Committee with a Note thereon by the Vice-Chancellor, and a copy of extract from the Proceedings of the Meeting are herewith submitted for the consideration of Government.

The original papers received with your letter under advertance are also returned as desired.

I have the honour to be,

Sir,

Your most obedient servant,

Registrar.

LDO.

Extract from the Proceedings of the Meeting of the University Council held on 20th January 1917.

xx xx xx xx

Letter No.1362 dated the 14th August 1916, from the Secretary to Government, Departments of Education and Agriculture, Calling for the opinion of the University Council on certain Proposals for :-

(1) The reorganisation of the Oriental Library, and

(2) Improvement of Sanskrit Education in the State.

Read Mr. Shama Rao's note appended to the Committee's report. It was suggested that the Committee's proposals regarding the Oriental Library and Sanskrit Education might be accepted, the consideration of the question of instituting Oriental degrees being deferred for the present.

Votes were then taken on the Committee's proposals with the following results:-

(a) Oriental Faculty.

3 voted for (Messrs.J.S.Chakravarti, M.Shama Rao and M.C.Rangaiengar) and 4 against (Messrs.J.G.Tait, B.Hanumanta Rau, C.R.Reddy and Mir Humza Hussain).

Mr. Thos. Denham did not vote.

The question of an Oriental Faculty was therefore postponed.

(b) Oriental Library.

Passed unanimously.

(c) Sanskrit Education.

All voted in favour of the Committee's recommendations except Messrs. J.G.Tait, and C.R.Reddy, Mr.Mir Humza Hussain not voting.

Thos Denham

Registrar.

studies and yet to acquire sufficient culture in English and other subjects so as to be able to hold their own in the struggle for existence against those who graduate in modern arts and sciences. Students for the Oriental Branch will be drawn both from those who go up for the Vidwat course now and from those students who under present arrangements would take up art and science subjects in the University but who would very much like to acquire general culture through higher studies in Sanskrit if by that they would not be debarring themselves from admission to State service and learned professions such as Law etc.

Secondly that in the Punjab Oriental Faculty there is very little of English education while in Madras the Siromanies begin English rather late and are not treated in all respects as University Graduates. In Madras the Siromani Examination was started only 2 or 3 years ago and there has not been sufficient time to study the full effects of the Scheme even as it is.

It was explained and generally agreed to that in a University founded in an Indian State there should be a Faculty for the study of and for researches in the best phases of ancient Indian culture and civilization. The Sanskrit Branch of the Arts Course includes merely Sanskrit Poetry and Drama and even that to a very little extent. The Sruti and the Smritis, the Vedas and Upanishads, Tarka, the Vedanta, the Yog and Sankhya Philosophies, the Puranas and various other branches which form the most valuable treasures of ancient Indian thought are not included therein. A two year's superficial study of a few of these for the Master's Degree as at present cannot meet the requirements of the case. These Sanskrit subjects afford methods of acquiring

a general culture and refinement of thought in the same way as other arts and Science subjects.

Mr. Ranga Iyengar suggested that after a certain stage students of Sanskrit Schools should be free to go either to the Vidwat course or to the Oriental Faculty of the Mysore University.

The following Resolutions were unanimously arrived at:-

1. That there should be a faculty of Oriental learning in the Mysore University.

2. That students who satisfy the University authorities that they have completed the Secondary Course of the Sanskrit Education Scheme including English as therein prescribed may be admitted to the Department of Oriental Studies of the University. Such students may, however, if they like, go up for the Vidwat Examinations of the Sanskrit Education Scheme outside the University.

3. That until the new Sanskrit Education Scheme comes to a thorough working order, other students may be specially allowed to join the Oriental Studies department if the Council are satisfied by Examination or otherwise that they will be able to pursue the prescribed course.

4. That the faculty of Oriental learning may begin with the following subjects for which learned Pandits and Scholars may be appointed Professors. The Committee consider that the services of such Pandits and Scholars can be conveniently secured at a moderate cost.

(a) Grammar.

(b) Sahitya and Alankara.

(c) Vedas.

(d) Mimamsa and Smriti.

(e) Vedanta (the three schools).

(f) Sankhya and Yoga.

(g) Nyaya and Vaiseshika.

(h) Eipgraphy and History of Sanskrit Literature.

(i) Jyothishg.

(j) Puranas.

Preference to be given to Pandits who have specialised in 2 or 3 subjects.

5. That for the Degree of Bachelor of Oriental Learning, a pass in the B.Sc. standard in English and Vernacular and also in two of the above subjects will be required.

6. That candidates who have passed the Vidwat Examination of the Sanskrit Education Scheme in two groups should also be given the Degree of B.O.L., if they pass in English and Vernacular Branches of the B.Sc., Examination.

8. That for some years to come students in the Oriental Studies department should be encouraged by libersl scholarships.

Mr. Shama Row agreed fully to all these propositions and his note meeting some possible objections is appended.

The Sanskrit Committee's recommendations for the improvement of Sanskrit Education in the State were then discussed. All the members agreed to the proposals and strongly recommended that they may be given effect to at a very early date.

The re-organization of Oriental Library was then taken up and the following Resolutions were arrived at :-

(1) That the Oriental Library should be attached to the University.

(2) That it must be maintained as a separate unit

and the work of collecting, editing and publishing the old manuscripts must be steadily proceeded with.

(3) That the management should be entrusted to a Committee of five members appointed therefor by the University Council.

(4) That a competent Curator with an aptitude for, and preferably practised in research work, should be appointed to be in immediate charge of the Library.

(5) That the Committee agree that the scale proposed by the Inspector-General of Education may be sanctioned except the following items which may be excluded.

(a) Stipends for eight students in the Pandits' classes at Rs.12/- each.

(b) The proposal to transfer the Pandits' classes from the Training College with the following consequent establishment:-

1 Senior Sanskrit Pandit on 45-3-60

1 Senior Kanarese Pandit on 30-3-45.

1 Substitute for teachers under training 10 each.

Mysore.
The 16th December 1916.

Sd/- J. S. Chakravarti
Convener.

"Copy"

Registrar.

LDO.3.

[illegible] OF [illegible] FACULTY
[illegible] UNIVERSITY.

While agreeing fully with the resolutions formulated at the meeting of the Select Committee held on the 15th November 1916, at the same time I consider that I may make a few observations in explanation of the two questions I put at the Meeting. Those two questions were:- (1) For whom is the Faculty of Oriental Learning intended, and (2) why have the Punjab and the Madras Universities not been able to successfully work their corresponding faculty.

As regards the second question which I prefer taking first, I find from a reference to the Punjab University Calendar that in a period of 34 years there were 19 Masters of Oriental Learning and 63 Bachelors of Oriental Learning as against 408 Masters of Arts and 4,655 Bachelors of Arts. There were also 471 successful persons in Sanskrit Honours or Shastri Examination, 143 in Punjabi Honours or Gyani Examination and 248 in the Proficiency in Punjabi or Vidwan Examination. In the Punjab University these last three classes of successful candidates are also registered as graduates.

In the Madras University, in the triennium from 1913 when the new Regulations first came into force to 1915 up to which the figures are readily available, there were in all 1,094 graduates in Arts and of these 19 took up Branch VI or two languages and 12 Branch VIII or Sanskrit language. In the Oriental Title Examination of the Madras University which was held for the first time in 1915, 15 passed of whom 12 have yet to pass the English Division of the Matriculation Examination to qualify for the diploma. In the Examination of 1916, 21 candidates passed of whom 17 have yet to pass the English Division of the Matriculation Examination before they become entitled to the diploma.

Next, taking the Maharaja's Sanskrit College Examinations, I quote a few figures which I have been able to obtain through the kindness of Rajakarya Prasakta Mr.B.Ramakrishna Rao, Palace Controller. In a period of 32 years from 1883 when the Vidwat Examinations were first instituted to 1916 there were in all 300 successful candidates in the Vidwat Examinations being on an average a little over 9 per year.

In the case of the Mysore Sanskrit Vidwat Examinations it may be agreed that the smallness of the number is due mostly to the want of worldly encouragement in the after-career of the candidates. The students who appear for these examinations are more or less actuated by pure love of learning and desire for spiritual improvement. On the other hand the same cannot be uniformally said of the graduates of the Madras and the Punjab Universities. In the Madras University the same standard in English is enforced for Sanskrit or other language graduates as for graduates taking up other branches of study. In the Punjab University, no doubt, there is a comparatively lower standard of English prescribed, but those passing the Oriental examinations are given a status as graduates of the Punjab University. In the Siromani and Vidwan Examinations of the Madras University, the low standard of English should naturally be an incentive for more students taking to these courses of study, but as a matter of fact, we find a limitation of numbers here also.

From the above facts, it may to some extent, be concluded that the study of oriental subjects whether with a higher or a lower standard of English joined to it, is not as attractive as other branches of study and the reason in my opinion is the natural difficulty which a student has to encounter when he attempts to study a number of languages, especially when a foreign and difficult language like English is joined with a

classical and equally, if not more, difficult language like Sanskrit. It may also be said that by confining himself to obtain proficiency merely in languages a student will not be as broadly and as surely equipped for further studies for his future career as he will be if he takes up other branches of study. In any circumstances, therefore, the institution of an Oriental Faculty in the Mysore University is, in my opinion, likely to meet the same difficulties as have been met in Madras and Punjab, but yet considering the traditions and the high place that this branch of study held in the past, I fully sympathise, as I said above, with the attempt to keep in freshness the great branches of Sanskrit learning which once gave such healthy food to the great intellects of India.

In the light of these remarks, the first question may now be considered - "For whom is the Faculty of Oriental Learning intended". It is proposed to draw students for this branch of study both from those who go up for the Vidwat Course of the Maharaja's Sanskrit College now and from those who take up Arts and Science subjects in the Mysore University. As regards the present students of the Maharaja's Sanskrit College, I am not very hopeful whether any of them, as the course stands at present, will be able to pass in English the standard of the B.Sc., Examination to enable them to earn the Oriental degree. The late Mr.G. Naves Rao generously founded a number of scholarships for this purpose about 25 years ago and I find that till now only two Vidwans of the Maharaja's Sanskrit College have become graduates, the rest dropping off in various stages of study, very few of them, however, reaching the higher stages. If, however, the Government are pleased to accept the proposals for the reorganization of the Sanskrit Colleges at Mysore and Bangalore and sanction the other proposals also for the

improvement of Sanskrit Schools contained in the Report of the Committee of Sanskrit Education submitted to Government in February last. I am sure that a great step will have been taken to popularise Sanskrit Study and the way will thereby become somewhat smooth. Even then it should be remembered that it will take 13 years before a student of the Sanskrit College is able to complete the Vidwat Course of study and join an English College for a further study of 2 years in English before he can qualify himself to pass the English standard of the B.Sc. Examination. In the case of those students who complete the School Final Course in Sanskrit as prescribed in the Committee's Report and enter on the University Course at once it will take a less number of years and there is also the advantage that the standard of Sanskrit which they have reached is usually higher than of those who have ~~strongly~~ learnt Sanskrit in English or Vernacular Schools. I am strongly therefore of opinion that it will greatly help the University to develop the Oriental Faculty if the proposed scheme formulated by the Sanskrit Committee is given effect to at once.

Another class of students who will be drawn to the Oriental side may be expected from those who complete the School Final Certificate with Sanskrit as their optional language in English or Vernacular Institutions. In the case of these candidates, however, it should be generally said, that their equipment in the Sanskrit Language will not compare as favourably as that of those who complete the course as formulated in the Sanskrit Committee's Report. I am not sure, therefore, whether in four years of College Course the former will be able to pass the B.Sc., standard of the English as well as the prescribed standard of the Oriental branch of study selected by them. As the English course stands at present, it will take 14 years for a good student to pass the B.A. Examination

without stopping at any stage of study. For those selecting the Oriental side at least two more years appear to be necessary, making in all 16 years.

As an inducement therefore to students of the above classes to devote extra years of study and as an attraction to select those branches which involve perhaps harder study and labour, I would certainly propose a number of scholarships, say, to start with, 5 for each branch of study, at liberal rates varying from Rs.20 to Rs.30 per mensem.

As regards the 4th resolution for the appointment of Pandits and Scholars by the University to teach the Oriental subjects in the English colleges, I am not sure whether such a course is really necessary. As may be anticipated, the number of students taking the Oriental branches of study will be extremely limited, at any rate for an a long time to come, and I do not know if it is necessary to entertain any special staff of teachers for them. I would allow such students to receive instruction in the Maharaja's Sanskrit College at Mysore so far as the Sanskrit courses of study are concerned under the general supervision of the University, the professors being given a suitable remuneration for teaching the University pupils. However, I do not press this point. As a further inducement for University students to select Oriental branches of study, it is desirable to obtain His Highness the Maharaja's precious approval to allow such graduates to be included among those entitled to obtain rewards at the annual Palace Durbars during the Dasara at His Highness' hands.

In conclusion, I should also state that though at present only one language, Sanskrit, has been taken into

consideration in constituting the Oriental Faculty, in the future it may become necessary to consider the claims of Arabic, Persian and Vernacular Languages.

16th December 1916. (Sd) M. Shama Rao,

Member of the Select Committee.

Thos Durham

Registrar.

SAMSKRIT EDUCATION.

NOTE ON SUB-COMMITTEE'S REPORT BY THE VICE-CHANCELLOR.

The first recommendation of the sub-committee is that there should be a Faculty of Oriental learning in the Mysore University. Such faculties now exist, I believe, in the universities of the Panjab and Madras. That they have not been very popular is shown in the note appended by Mr.Shama Rau. But I do not lay much stress on this circumstance. So far as Madras is concerned, perhaps there has not been enough time to judge. It seems to me that the Sub-Committee has not taken into sufficient account the state of things here with regard to facilities for higher study in Samskrit. We have long had an organised system of higher studies for Samskrit in the State. In the new scheme that is now before Government, many improvements have been suggested which, if adopted, would place it on a much better footing. There is no sufficient reason why another costly arrangement should be brought into operation for the same purpose. If high proficiency in the old learning with a working acquaintance with English is desired, this scheme fully meets the need. If, on the other hand, we wish to have deeper scholarship in English with a tolerable degree of it in Samskrit or Kannada learning, we can fully provide for it in our University curricula, as they are contrived at present.

In fact, I do not see why there should be a separate department for the so-called Oriental studies. They do not or at any rate ought not to form a separate or an inferior class of studies by themselves, and the present system, under which they form a coordinate subject along with others, is a more reasonable one. If, under the present system, there are only a very few taking Samskrit as an optional study

LDO. REGISTRAR.

along with other (English) subjects, is there any likelihood that any appreciable number of students would be found for a more specialised course? Those who attach much value to this branch of learning will find all they want in the revised scheme of the Sanskrit College course. If our University Arts course is not comprehensive enough at present, there is absolutely no difficulty in improving it to any extent, without any new 'faculty' or 'side' being brought into existence. Moreover, if there are any candidates in the University who wish to carry their study or research much further than our resources allow, they may be transferred to the Sanskrit Institute for the purpose.

We are yet in the beginning, and have to improve and develope our work in various directions. It will be unwise to take up too many things at once, or to duplicate work by taking up schemes for which separate provision already exists. I am also anxious that we should utilise all our available resources in first providing for the scientific and practical branches of study. With due deference, therefore, I suggest that this recommendation of the Sub-Committee should not be acted on for the present.

I quite agree with the other two recommendations of the Committee, that the scheme submitted by the Sanskrit Committee should be brought into effect at once and worked for the present independently of the University, and that the Inspector General's Scheme for regulating the work of the Oriental Library should be brought into effect with certain modifications and the Library itself placed under the University.

22nd December 1916. Sd/- H.V.Nanjundayya.

"C o p y"

LDO. REGISTRAR.

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G.R.S. 28]

Superseded by a revised order

File No.

Serial No.

Diary No. of letter replied to

Proceedings of the Government of His Highness the Maharaja of Mysore

GENERAL AND REVENUE SECRETARIAT.

( )

, the 26th Jan. 191 .

READ—

G.O. No. 2560-70/Ed. 66-14 dated the 26th January 1916 appointing a special committee to investigate the question of Sanskrit Education in the State in all its aspects and to submit its opinion to Govt so as to enable them to determine on what lines that Education should be carried over.

Date of issue

Signed by

May this be

i printed?

ii treated as a standing order?

iii published in the Gazette English part?

iv translated?

v placed at the disposal of the Press?

vi published in the Gazette Kannada part?

~~ORDER THEREON.~~—No.

SUBJECT.

GPB—50,000—1-12-12

be conducted in future so as to promote real scholarship, and attract deserving students.

2. Correspondence ending with letter No. 276 dated the 25th February 1916 from the Secretary of the said Committee submitting a copy of the Committee's report with recommendations in the matter (Printed as annexure No. I)

3. Correspondence ending with letter No. 2889 dated the 7th Feb. 17 from the Registrar, Mysore University, submitting the opinion of the University Council on the subject.

4. Correspondence ending with letter No. 1061 dated the 2d. April 1917 from the Maharaja's Sujet in Mysore stating that the Swamis of the marginally noted Mathas have ~~contributed~~ agreed to

× Sri Kudli Sringeri matha Rs 500 a year
Sri Ahobila matha - Rs 100 a year
Sri Krishnamurthy matha at Melkote } Rs 25 a year
Total 625 a year

G. R. S. 27]

GENERAL AND REVENUE SECRETARIAT.

(*Continuation sheet draft form.*)

contribute the sums noted against their names, that the total amount which does not amount to much will be useful for the grant of a few Scholarships, and requesting that orders in the matter may in the interest of Sanskrit Education in the State be passed early.

Order.

Improvement of Sanskrit Ed.

The recommendations of the Committee for the improvement of Sanskrit education are mainly as follows:—

(a) Reorganisation of the Mysore & Bangalore Sanskrit Colleges and revision of the scale of pay

pay of the establishment involving an aggregate additional expenditure of Rs 24,245 (minimum) and Rs 36065 (maximum) a year.

(b) Formation of a Board of Management to control Sanskrit Studies in Sanskrit colleges or schools and to conduct the examinations connected therein.

(c) Affiliation of the Mysore and Bangalore Sanskrit colleges to the Mysore University.

They also propose the following changes in the curricula and certain other facilities to be provided in respect of Sanskrit education:—

(a) That in the case of Hindu students

GPH—90,000—16-2-14

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GENERAL AND REVENUE SECRETARIAT.

(*Continuation sheet draft form.*)

Students of the IV & V Forms in all general schools an elementary course in Sanskrit should be made compulsory in place of Kannada, those who pass the Lower Secondary exam" in Sanskrit being allowed the option of taking up either a vernacular or an advanced course in Sanskrit.

(b) That to render the study of Sanskrit easier and more rational, a graduated series of Sanskrit Text books should be introduced and that Sanskrit should be taught according to improved methods.

(c) That in all Sanskrit schools,

Schools, subjects of general education ~~should~~ such as arithmetic, geography history & elementary sciences should form part of the regular curricula of instructions.

(d) That English should be taught in Primary and Secondary classes and a knowledge of that language up to the matriculation standard prescribed for students entering a college course in Sanskrit studies.

(e) That a certain percentage of students of the Primary & Secondary depts of pure Sanskrit schools should be awarded small scholarships and prizes and supplied with books free.

GPB—20,000—16-2-14

G. R. S. 27]

GENERAL AND REVENUE SECRETARIAT.

(*Continuation sheet draft form.*)

(f) That Students in the College deptt should be given such ~~stipends~~ stipends as will cover their boarding charges & contingent expenses.

(g) That courses of the Sanskrit collegiate study should be revised on the lines of the Sirromani courses of the Madras University.

(h) That a Maha Vidwat degree in Sanskrit learning should be instituted.

(i) That four fellowships should be created for the benefit of Post-Vidwat students studying the Maha Vidwat course.

(j) That four stipends should

should be sanctioned for prosecuting post-vidwan studies in Tarka, Vyakarana, Sankhya and Yoga outside Mysore.

(K) That the graduates of the Anglo Sanskrit section of the Sanskrit College should for purposes of public employment (including admission to the Mysore Civil Service Exams) be treated in the same manner as graduates of a University who have obtained the ordinary pass degree.

2. The University Council to whom the Committee's recommendations were sent are of opinion that they are well considered and may be given

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G.R.S. 27]

GENERAL AND REVENUE SECRETARIAT.

(*Continuation sheet draft form.*)

effect to. Govt. are glad to observe that the report of the Committee shows that the subject has received careful consideration at their hands and that their suggestions are valuable.

3. The most essential part of the scheme consists in a thorough reorganisation of the two Colleges at Mysore and Bangalore devoted to Sanskrit learning. The Committee's recommendations in this respect involve an addition to the annual recurring expe. of a minimum of Rs 24,245 and a maximum of Rs 36,065 a year.

4. Govt. are pleased to sanction the recommendations of the Committee supported by the University Council

that the Mysore & Bangalore Sanskrit Colleges be affiliated to the Mysore University with effect from the 1st July 1917 subject to approval and reorganised at an adt. minimum cost of ~~Rs 36085~~ Rs 24,245 and max: cost of Rs 36085 a year. The necessary provision should be made in the budget of 1917-18 and in those of future years.

4- Govt are glad to note that the Kudlisangeri, the Ahobila and the Melbagal Krishnamachariar Mathas have agreed to contribute a total sum of Rs 965 per year for Sanskrit Education in the State, and are pleased to direct that this amount be utilised in granting scholarships to deserving pupils as recommended by the Murray Sub-Committee,

GPE—20,000—16-2-14

who

G. R. S. 27]

GENERAL AND REVENUE SECRETARIAT.

(*Continuation sheet draft form.*)

who is requested to arrange for the amount being recovered every year from the Mathas concerned and placed at the disposal of the University.

5. The Registrar of the Mysore University is requested to place before the University Council the question of appointing a Board of Management for the control of Sanskrit Studies in the two Sanskrit Colleges at Mysore & Bangalore and the conduct of the necessary Examns, and submit definite proposals in the matter for the orders of Govt as well as those for providing the required staff to the two Colleges. The Inspector General of Education

is requested to take similar action in respect of the Sanskrit schools in the State.

6 As regards the suggestion that an elementary course in Sanskrit should be made compulsory in the IV & V Forms in the case of all Hindu students, Govt. consider that having regard to the strong diversity of opinion on the subject, the recommendation should not be adopted unless there is a strong ~~body~~ public opinion in support thereof. The Director of Education is requested to consult the leading representatives of all communities and submit further proposals.

7. The question of recognition to be accorded to Anglo Sanskrit Vidwans

for

G.R.S. 27]

GENERAL AND REVENUE SECRETARIAT.

(*Continuation sheet draft form.*)

for purposes of public service will be separately considered and orders issued in the General Dept.

8.

Oriental Library at Mysore.

8. The Inspector General of Education submitted in his letter No. 13534/598 dated the 9th Feby. 1915 (Printed as Annexure II) detailed proposals for reorganising the Oriental Library at Mysore resulting in a total average cost of Rs 1595 2/3 a month of which the cost of the permanent Establishment was proposed to be Rs 1575 2/3 & that of the temporary Estt Rs 80 per mensem, as against the present average of Rs 1362 13/16 a month.

The University Council whose opinion was called for on the proposals of the Inspector General arrived at the following resolutions:—

1. That the Oriental Library should be attached to the University.
2. That it should be maintained as ~~a separa~~ a separate unit and the work of collecting, editing and publishing the old manuscripts should be steadily proceeded with.
3. That the management should be entrusted to a Committee of 5 members appointed therefor by the University Council.
4. That a competent curator with an aptitude for & preferably practised in

G. R. S. 27]

GENERAL AND REVENUE SECRETARIAT.

(*Continuation sheet draft form.*)

research work, should be appointed to be in immediate charge of the Library.

5. That the scale proposed by the Dy. Dir. be sanctioned except:—

(a) stipends for 8 students in the Pandits' classes at Rs 12 each.

(b) the proposal to transfer the Pandits' classes from the Training College with the following consequent establishment —

1 Senior Sanskrit Pandit 45-3-60
1 " Kan. " 30-3-45
1 Substitute for teachers under training 10 each

6. The Govt are pleased to sanction the proposals of the University council — Subject to approval — with effect from the 1st July 1917. Necessary provision should be made in the budget of 1917—18 and in those of future years. Proposals for the appointment of the Committee of management

16.

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and of the Staff required should be submitted by the University Council to Govt. as early as possible.

Print

Sec. E & A

Sd/ 16/4/17

To

The Registrar of the Mysore University.
" D.P.I. in Mysore
" Comptroller to Govt.
" Inspector of Schools in Mysore
" Palace Controller.

Copy to Branch V.

Annexures.

I. The printed report of the Committee

II The D.P.I's letter re oriental library with the Prof. staff

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Draft approved in Council

PROCEEDINGS OF THE
GOVERNMENT OF HIS HIGHNESS THE MAHARAJA OF
MYSORE.

=======:0:=======

READ:--

Government Proceedings No.2560-70/Edn. 66-14 dated the 26th January 1915 appointing a Special Committee to consider the question of Sanskrit Education in the State in all its aspects and to submit its opinion to Government so as to enable them to determine on what lines that education should be conducted in future so as to promote real scholarship and attract deserving students.

2. Correspondence ending with letter No.276 dated the 25th January 1916 from the Secretary of the Special Committee submitting a copy of the Committee's report. (Printed as annexure).

3. Correspondence ending with letter No.2889 dated 7th February 1917 from the Registrar of the Mysore University submitting the opinion of the University Council on the subject.

4. Correspondence ending with letter No.1061 dated the 2nd April 1917 from the Muzrai Superintendent in Mysore stating that the Swamies of the marginally noted Mathas have

Sri Kudli Sringeri Matha.	Rs.840/- a year.	" agreed to contri-
Sri Ahobila Matha.	Rs.100/- " "	
Sri Krishnanda Matha at Mulbagal. - - -	Rs. 25/- " "	" bute the sums

noted against

their names and that the amount may be used for the grant of a few scholarships and requesting that early orders of Government may be passed in the matter.

ORDER THEREON: NO. 3333-45/Edn 103-5-7
Dated 27 September 1917.

With a view to determine the lines on which Sanskrit education should be conducted in future, so as ~~to~~ and ensure real scholarship ~~and attract~~ deserving students, the Government appointed a Committee consisting of the marginally noted gentlemen to consider the subject in all its aspects and in submitting their opinion they were further desired to deal with the following questions arising in that connection:--

Rajamanthra Pravina Mr. H. V. Nanjundayya, C.I.E.	President.
Dewan Bahadur Mr. J. S. Chakravarti.	Members.
Mr. Karpur Shrinivasrav.	
Praktana Vimarsa Vichakshana Mr. R. Narasimhachar.	
Rao Bahadur Mr. M. Shama Rao.	
Mr. V. N. Narasimha Iyengar.	
Mr. B. Ramakrishna Rao.	
Mr. A. Mahadeva Sastry, Secretary.	

(i) Whether it is sufficient to have one central institution located in Mysore or whether there should be two separate institutions in Mysore and Bangalore as at present;

(ii) if there are to be two, what their mutual relation should be.

Proposals were also called for for the reorganization of the Mysore and Bangalore

Colleges determining the number of teachers and other staff to be employed and the salaries to be given to them and regulating the grant of scholarships and other facilities to students.

2. The Committee have examined the subject in all its bearings and have embodied their recommendations in a comprehensive report dealing with the question under the following main divisions;--

I. Sanskrit education in all its aspects.

(i) Sanskrit education in general or mixed schools, i.e. those in which Sanskrit is taught along with English or Kannada.

(ii) Sanskrit education in exclusive Sanskrit Schools.

II. Reorganization of the Bangalore and Mysore Sanskrit Colleges.

3. The recommendations of the Committee are summarised at Para 37 of the report.

As regards the mixed schools, the Committee are of opinion that

(i) an elementary course of Sanskrit should be made compulsory in the IV and V Forms in the case of Hindu students and optional in the VI Form; or Sanskrit should be made an alternative subject to the vernacular in the compulsory group of subjects, throughout from the Lower Secondary up to B.A.,

(ii) a graduated series of Sanskrit text books should be compiled for use in

elementary stages to make the Sanskrit study easier and more rational;

and (iii) Sanskrit in the early stages should be taught according to improved methods.

4. With respect to the first of these recommendations, effect has already been given to the course suggested and Sanskrit has been made an alternative subject both in the School Final Classes and in the second language branch of the University. As regards the compilation of more suitable text books and the introduction of improved methods of teaching in the earlier stages, the Inspector General of Education is requested to give his early attention to the matter and submit definite proposals to Government.

5. In the case of the exclusive Sanskrit Schools, the Committee are of opinion that

(i) subjects of general education such as Arithmetic, Geography, History and Elementary Science should form an integral part of the curricula of the Primary and Secondary Sanskrit Schools;

(ii) English language up to the Matriculation standard should form part of the secondary education in Sanskrit Schools;

and (iii) students not taking up English in Sanskrit Secondary Schools and Colleges should study one of the vocational subjects such as (a) Puranic Exposition and worship,

(b) Smartha Prayoga, (c) Srouta Prayoga, (d) Temple worship.

6. Curricula of studies based on the above recommendations are also submitted for the approval of Government. The Government consider that a liberalization of education on the lines suggested is a desirable improvement, provided care is taken that Sanskrit receives the first attention and the other subjects are treated as subsidiaries. Besides the two Sanskrit Colleges at Mysore and Bangalore, there are 35 aided institutions spread over the State with varying standards of efficiency and equipment and it appears to be highly desirable to introduce a fixed standard to which they will have to work up. The Government are accordingly pleased to give their general approval to the curricula noted at Appendix C of the report, and to sanction their introduction into the Sanskrit Schools of the State with such alterations as may be considered necessary in the individual circumstances of these schools. The new curricula will, however, be introduced in the primary and secondary sections of the Sanskrit Colleges at Mysore and Bangalore as soon as possible after the reorganization of these Colleges is effected.

7. As regards the course of studies in the Collegiate Classes, the Committee recommend that the Vidwat Courses of the Mysore College should be remodelled on the basis of the syllabus for the Siromani Examinations of the

Madras University with certain changes necessitated by local conditions and that in addition a higher course of post-graduate study or a Mahavidwat course should be instituted which will give the student a mastery over his special subject. The Committee have drawn up a syllabus for these courses and they recommend that a strong board to supervise the studies and the examinations should be constituted with a view to maintain unimpaired the standards to be aimed at. They further recommend that these Colleges may be affiliated to the Mysore University in its special faculty of Sanskrit studies and that in that case the final examinations for diplomas may be conducted by the governing body of the University.

8. The University Council to whom these recommendations of the Committee were referred for opinion, have approved of the recommendations of the Committee but postponed the establishment of a faculty of oriental learning for future consideration.

9. The Government are accordingly pleased to approve the syllabus framed for the Vidvat and Mahavidwat courses. Classes for these courses will be opened with effect from the next scholastic year but students under the old curricula will be allowed to complete their courses and sit for the Vidwat Examination under the old rules until 1921.

10. As regards the facilities and encouragement that should be offered to the students, the Committee recommend that

(i) students of the primary and secondary departments should be encouraged by being given small scholarships and prizes and by free supply of books to a certain percentage of students.

(ii) students in the College department should be given such stipends as will cover their boarding charges and contingent expenses;

(iii) four fellowships should be granted to post-Vidwat students studying for the Maha-vidwat course;

(iv) Four stipends should be granted for prosecuting post-Vidwat studies in Tarka, Vyakarna, Sankhya and Yoga outside Mysore.

and (v) the graduates of the Anglo-Sanskrit Section of the Colleges should be regarded for purposes of public employment (including admission to the Mysore Civil Service Examination) as equivalent to pass B.A. graduates of the Madras University, and the lower tests in the course of sanskrit studies - such as the primary, the lower secondary, the school final and the Intermediate - may be regarded as equivalent for public employment to the corresponding tests of the General Education Department and the University.

11. The scheme of scholarships and prizes is well considered and the Government are -- pleased to accord to it their general approval but special sanction will have to be obtained from time to time for the actual expenditure under this head. As regards the proposal to throw open the public Service to qualified

men under the New scheme, Government are of opinion that the question of the recognition to be given to diplomas granted under the revised scheme of Sanskrit Education as far as Eligibility for admission to Government Service is concerned may be reserved for future consideration.

12. Regarding the reorganization of the Mysore and Bangalore Sanskrit Colleges the Committee consider that the Mysore College should be the chief seat of advanced Sanskrit education, to which the Bangalore College should be affiliated, that the Mysore Sanskrit College should be equipped with a very efficient staff composed of a competent Principal and well qualified Professors to teach the advanced courses in the subjects of Sahitya, Veda, Mimamsa, Vedanta (Adwaita,Visistadwaita and Dwaita), Tarka, Vyakarna, Dharmasastra & Jyotisha, that it is enough to equip the Bangalore Sanskrit College with a staff competent to teach Sahitya up to the highest standard, the Shastras such as Vyakarna and Tarka being taught as subsidiary subjects. The Staff and pay proposed by the Committee are given at appendix (H) of the report and appendix (I) gives the estimated total cost of the whole proposals involving an addition to the annual recurring expenditure of Rs. 24,245/- rising to a maximum of Rs. 36,065/-.

13. The proposals for the reorganization of the two colleges are well considered and Government are pleased to sanction the same as also the provisions made for --

scholarships, prizes, grants, examination expenses etc. in Appendix (J) of the report. Necessary provision should be made in the budget ~~of 1917-18 and in those~~ of future years.

14. Now that the University have postponed the introduction of an oriental faculty the recommendations of the Committee regarding the management of the Colleges and the supervision of the examinations have to be modified to some extent. Considering the origin and past history of these two Colleges, Government consider that it is inexpedient to make any material changes in the system of management. The College at Bangalore, however should be brought into line with the Mysore College and a Committee of 7 members comprised partly of gentlemen - evincing active interest in the advancement of Sanskrit learning and partly of Sanskrit Pandits should be constituted with the Muzrai Superintendent as the President and the College Adhyaksha as Secretary. The Muzrai Superintendent should submit the personnel of the Committee at an early date for the sanction of Government.

15. In addition to these Committees of management, the Government agree with the Committee in thinking that there - should be a strong independent Board to supervise the examinations and see that the standard of qualification of the Candidates is properly maintained. This Board should

consist of

(i) The two Presidents of the Sanskrit Colleges at Mysore and Bangalore;

(ii) The two Adhyakshas of these Colleges;

(iii) The Adhyaksha of the ~~Patasala~~ Sanskrit College at Melkote;

(iv) The ~~Principal~~ Professor of Sanskrit in the Maharaja's College at Mysore;

and (v) Three members to be selected by Government from the Mahavidwans and other learned Sanskrit ~~Pandits~~ Scholars in and out of Mysore.

16. It shall be the duty of this Board when constituted

(i) to order examinations in conformity with the sanctioned rules and to fix dates for holding them;

(ii) to appoint examiners and if necessary to remove them and to fix their fees, emoluments, travelling and other allowances and to arrange for moderation when necessary;

(iii) to declare the results of the examinations and to recommend for diplomas, certificates, prizes, scholarships and stipends based upon such results in conformity with the rules;

and (iv) to watch generally the course of instruction in the Colleges and to recommend any change which may be required in the courses of studies or text-books prescribed.

17. Government are glad to note that the Swamies of the Sri Kudli Sringeri, Sri Ahobila and Sri Krishnanda Mathas have agreed to contribute a total sum of Rs.965/- per year for Sanskrit Education in the State, and it is hoped that many other institutions having the interest of Sanskrit learning at heart will also come forward with substantial help. These amounts and any other contribution which may be made hereafter will be utilized for the grant of scholarships to deserving students, such scholars being called after the Matha subscribing and granted agreeably to any conditions which may be stipulated by the grantors. The Muzrai Superintendent should arrange to have these amounts duly recovered every year from the Mathas concerned and credited to the scholarship fund of these Colleges.

18. In conclusion, the Government are pleased to acknowledge with appreciation the labour and time spent by the Members of the Committee in their exhaustive enquiry into this important question and to convey their thanks for the excellent report in which their recommendations have been lucidly set forth.

Secretary to Government,
Departments of Education and Agriculture.

To

The Registrar of the Mysore University

P.T.O

Alternative draft.

15-5-17

4-6-17

The Inspector General of Education in Mysore.

" Comptroller to the Government of Mysore. Muzrai Branch II

" Muzrai Superintendent in Mysore.

" Palace Controller.

" Members of the Committee.

Copy to Branches V, VII & VIII

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Government of His Highness the Maharaja of Mysore.

GENERAL AND REVENUE DEPARTMENTS.

G. O. No. 3333-45—Edn. 103-15-7, dated 27th September 1917.

Sanskrit Education in the State.

Passes orders regarding the reorganisation of the——

W D 1951—GPB—8-4-20—250

S. O.

Sanskrit Education in the State.

No. 3333-45—Edn. 103-15-7, dated 27th September 1917.

PROCEEDINGS OF THE GOVERNMENT OF HIS HIGHNESS THE MAHARAJA OF MYSORE.

GENERAL AND REVENUE DEPARTMENTS.

Read—

Government Proceedings No. 2560-70—Edn. 66-14, dated the 26th January 1915, appointing a Special Committee to consider the question of Sanskrit Education in the State in all its aspects and to submit its opinion to Government so as to enable them to determine on what lines that education should be conducted in future so as to promote real scholarship and attract deserving students.

2. Correspondence ending with letter No. 276, dated the 25th January 1916, from the Secretary of the Special Committee, submitting a copy of the Committee's report. (Printed as annexure.)

3. Correspondence ending with letter No. 2889, dated 7th February 1917, from the Registrar of the Mysore University, submitting the opinion of the University Council on the subject.

4. Correspondence ending with letter No. 1061, dated the 2nd April 1917, from the Muzrai Superintendent in Mysore, stating that the Swamies of the marginally noted Mathas have agreed to contribute the sums noted against their names and that the amount may be used for the grant of a few scholarships, and requesting that early orders of Government may be passed in the matter.

	Rs.
Sri Kudli Sringeri Matha	... 840 a year.
Sri Ahobila Matha	.. 100 ..
Sri Krishnananda Matha at Mulbagal	... 25 ..

Order No. 3333-45—Edn. 103-15-7, dated 27th September 1917.

With a view to determine the lines on which Sanskrit Education should be conducted in future so as to attract deserving students and ensure real scholarship, the Government appointed a Committee consisting of the marginally noted gentlemen to consider the subject in all its aspects and in submitting their opinion they were further desired to deal with the following questions arising in that connection :—

Rajamantra Pravina Mr. H. V. Nanjundayya, C.I.E.,	President.
Dewan Bahadur Mr. J. S. Chakravarti.	Members.
Mr. Karpur Shrinivasrav.	
Praktana Vimarsa Vichakshana Mr. R. Narasimhachar.	
Rao Bahadur Mr. M Shama Rao.	
Mr. V. N. Narasimha Iyengar.	
Mr. B. Ramakrishna Rao.	
Mr. A. Mahadeva Sastri	Secretary

(i) Whether it is sufficient to have one central institution located in Mysore or whether there should be two separate institutions in Mysore and Bangalore as at present.

(ii) If there are to be two, what their mutual relation should be.

Proposals were also called for the reorganization of he Mysore and Bangalore colleges determining the number of teachers and other staff to be employed and the salaries to be given to them and regulating the grant of scholarships and other facilities to students.

2. The Committee have examined the subject in all its bearings and have embodied their recommendations in a comprehensive report dealing with the question under the following main divisions :—

I.—*Sanskrit education in all its aspects.*

(i) Sanskrit education in general or mixed schools, *i.e.*, those in which Sanskrit is taught along with English or Kannada.

(ii) Sanskrit education in exclusive Sanskrit Schools.

II.—*Reorganization of the Bangalore and Mysore Sanskrit Colleges.*

3. The recommendations of the Committee are summarised at para 37 of the report.

As regards the mixed schools, the Committee are of opinion that—

(i) an elementary course of Sanskrit should be made compulsory in the IV and V Forms in the case of Hindu students and optional in the VI Form ; or Sanskrit should made an alternative subject to the vernacular in the compulsory group of subjects, throughout from the Lower Secondary up to B.A.

No. 3333-45—Edn. 103-15-7, dated 27th September 1917.

(ii) a graduated series of Sanskrit text-books should be compiled for use in elementary stages to make the Sanskrit study easier and more rational; and

(iii) Sanskrit in the early stages should be taught according to improved methods.

4. With respect to the first of these recommendations, effect has already been given to the course suggested and Sanskrit has been made an alternative subject both in the School Final Classes and in the second language branch of the University. As regards the compilation of more suitable text-books and the introduction of improved methods of teaching in the earlier stages, the Inspector-General of Education is requested to give his early attention to the matter and submit definite proposals to Government.

5. In the case of the exclusive Sanskrit Schools, the Committee are of opinion that—

(i) subjects of general education such as Arithmetic, Geography, History and Elementary Science should form an integral part of the curricula of the Primary and Secondary Sanskrit Schools;

(ii) English language up to the Matriculation standard should form part of the secondary education in Sanskrit Schools; and

(iii) students not taking up English in Sanskrit Secondary Schools and Colleges should study one of the Vocational subjects such as, (*a*) Puranic Exposition and worship, (*b*) Smartha Prayoga, (*c*) Srouta Prayoga, (*d*) Temple worship.

6. Curricula of studies based on the above recommendations are also submitted for the approval of Government. The Government consider that a liberalization of education on the lines suggested is a desirable improvement, provided care is taken that Sanskrit receives the first attention and the other subjects are treated as subsidiaries. Besides the two Sanskrit Colleges at Mysore and Bangalore, there are 35 aided institutions spread over the State with varying standards of efficiency and equipment, and it appears to be highly desirable to introduce a fixed standard to which they will have to work up. The Government are accordingly pleased to give their general approval to the curricula noted as Appendix C of the report, and to sanction their introduction into the Sanskrit schools of the State with such alterations as may be considered necessary in the individual circumstances of these schools. The new curricula will, however, be introduced in the primary and secondary sections of the Sanskrit Colleges at Mysore and Bangalore as soon as possible after the reorganization of these Colleges is effected.

7. As regards the course of studies in the Collegiate Classes, the Committee recommend that the Vidwat Courses of the Mysore College should be remodelled on the basis of the syllabus for the Siromani Examinations of the Madras University with certain changes necessitated by local conditions and that in addition a higher course of post-graduate study or a Mahavidwat course should be instituted which will give the student a mastery over his special subject. The Committee have drawn up a syllabus for these courses and they recommend that a strong board to supervise the studies and the examinations should be constituted with a view to maintain unimpaired the standards to be aimed at. They further recommend that these Colleges may be affiliated to the Mysore University in its special faculty of Sanskrit studies and that in that case the final examinations for diplomas may be conducted by the governing body of the University.

8. The University Council to whom these recommendations of the Committee were referred for opinion, have approved of the recommendations of the Committee but postponed the establishment of a Faculty of Oriental Learning for future consideration.

9. The Government are accordingly pleased to approve the syllabus framed for the Vidwat and Mahavidwat courses. Classes for these courses will be opened with effect from the next scholastic year but students under the old curricula will be allowed to complete their courses and sit for the Vidwat Examination under the old rules until 1921.

No. 3333-45—Edn. 103-15-7, dated 27th September 1917.

10. As regards the facilities and encouragement that should be offered to the students, the Committee recommend that—

(i) students of the primary and secondary departments should be encouraged by being given small scholarships and prizes and by free supply of books to a certain percentage of students;

(ii) students in the College Department should be given such stipends as will cover their boarding charges and contingent expenses;

(iii) four fellowships should be granted to post Vidwat students studying for the Mahavidwat course;

(iv) four stipends should be granted for prosecuting post-vidwat studies in Tarka, Vyakarana, Sankhya and Yoga outside Mysore; and

(v) the graduates of the Anglo-Sanskrit Section of the Colleges should be regarded for purposes of public employment (including admission to the Mysore Civil Service Examination) as equivalent to pass B. A. graduates of the Madras University, and the lower tests in the course of Sanskrit studies—such as the primary, the lower secondary, the school final and the intermediate—may be regarded as equivalent for public employment to the corresponding tests of the General Education Department and the University.

11. The scheme of scholarships and prizes is well considered and the Government are pleased to accord to it their general approval but special sanction will have to be obtained from time to time for the actual expenditure under this head. As regards the proposal to throw open the public service to qualified men under the new scheme, Government are of opinion that the question of the recognition to be given to diplomas granted under the revised scheme of Sanskrit Education as far as eligibility for admission to Government Service is concerned may be reserved for future consideration.

12. Regarding the reorganization of the Mysore and Bangalore Sanskrit Colleges, the Committee consider that the Mysore College should be the chief seat of advanced Sanskrit Education, to which the Bangalore College should be affiliated, that the Mysore Sanskrit College should be equipped with a very efficient staff composed of a competent Principal and well-qualified Professors to teach the advanced courses in the subjects of Sahitya, Veda, Mimámsa, Vedantha (Adwaita, Visistadwaita and Dwaita), Tarka, Vyakarana, Dharmasastra and Jyotisha, that it is enough to equip the Bangalore Sanskrit College with a staff competent to teach Sahitya up to the highest standard, the Shastras such as Vyakarana and Tarka being taught as subsidiary subjects. The staff and pay proposed by the Committee are given at Appendix (H) of the report, and Appendix (I) gives the estimated total cost of the whole proposals involving an addition to the annual recurring expenditure of Rs. 24,245 rising to a maximum of Rs. 36,065.

13. The proposals for the reorganization of the two Colleges are well considered and Government are pleased to sanction the same as also the provisions made for scholarships, prizes grants, examination expenses, etc., in Appendix (J) of the report. Necessary provision should be made in the budget of future years.

14. Now that the University have postponed the introduction of an Oriental Faculty, the recommendations of the Committee regarding the management of the Colleges and the supervision of the examinations have to be modified to some extent. Considering the origin and past history of these two Colleges, Government consider that it is inexpedient to make any material changes in the system of management. The College at Bangalore, however, should be brought into line with the Mysore College and a Committee of seven members, comprised partly of gentlemen evincing active interest in the advancement of Sanskrit learning and partly of Sanskrit Pandits should be constituted with the Muzrai Superintendent as the President and the College Adhyaksha as Secretary. The Muzrai Superintendent should submit the personnel of the Committee at an early date for the sanction of Government.

15. In addition to these Committees of management, the Government agree with the Committee in thinking that there should be a strong independent Board

to supervise the examinations and see that the standard of qualification of the candidates is properly maintained. This Board should consist of:—

(i) the two Presidents of the Sanskrit Colleges at Mysore and Bangalore;
(ii) the two Adhyakshas of these Colleges;
(iii) the Adhyaksha of the Sanskrit College at Melkote;
(iv) the Professor of Sanskrit in the Maharaja's College at Mysore; and
(v) three members to be selected by Government from the Mahavidwans and other learned Sanskrit scholars in and out of Mysore.

16. It shall be the duty of this Board when constituted:

(i) to order examinations in conformity with the sanctioned rules and to fix the dates for holding them;
(ii) to appoint examiners and, if necessary, to remove them and to fix their fees, emoluments, travelling and other allowances and to arrange for moderation when necessary;
(iii) to declare the results of the examinations and to recommend for diplomas, certificates, prizes, scholarships and stipends based upon such results in conformity with the rules; and
(iv) to watch generally the course of instruction in the Colleges, and to recommend any change which may be required in the courses of studies or text-books prescribed.

17. Government are glad to note that the Swamies of the Sri Kudli Sringeri, Sri Ahobila and Sri Krishnananda Maths have agreed to contribute a total sum of Rs. 965 per year for Sanskrit Education in the State, and it is hoped that many other institutions having the interest of Sanskrit learning at heart will also come forward with substantial help. These amounts and any other contribution which may be made hereafter will be utilized for the grant of scholarships to deserving students, such scholars being called after the Matha subscribing and granted agreeably to any conditions which may be stipulated by the grantors. The Muzrai Superintendent should arrange to have these amounts duty recovered every year from the Mathas concerned and credited to the scholarship fund of these Colleges.

18. In conclusion, the Government are pleased to acknowledge with appreciation the labour and time spent by the Members of the Committee in their exhaustive enquiry into this important question and to convey their thanks for the excellent report in which their recommendations have been lucidly set forth.

P. G. D'SOUZA,
Secy. to Govt., Depts. Edn. & Agri.

To—The Registrar of the Mysore University.
The Inspector-General of Education in Mysore.
The Comptroller to the Government of Mysore through Branch II.
The Muzrai Superintendent in Mysore.
The Palace Controller in Mysore.
The Members of the Committee.

Exd.—C. R.

No. 3333-45—Edn. 103-15-7, dated 27th September 1917.

No. 276, Mysore, 25th February 1916, from A. Mahadeva Sastri, Esq., B. A., Curator, Government Oriental Library, Mysore, and Secretary to the Committee of Sanskrit Education, to P. G. D'Souza, Esq., B. A., Officiating Secretary to Government, Departments of Education and Agriculture, Bangalore.

Under the direction of Rajamantrapravina Mr. H. V. Nanjundayya, C.I.E., President of the Committee of Sanskrit Education, appointed in the Government Order No. 2560-70—Edn. 66-14, dated 26th January 1915, I have the honour to submit herewith the report of the Committee for favour of early consideration and orders of Government so that the scheme therein formulated may be brought into effect at the beginning of the next official year.

2. I am further desired to state that this report embodies the unanimous resolutions of the members of the Committee on all questions save one—namely; that of making Sanskrit study compulsory in the IV and V Forms of the High Schools—on which there was a very sharp division of opinion at first. As will be seen from the report, the question was discussed four times,—at the first, second, third and seventh meetings of the Committee,—and the Committee arrived at varying conclusions on the several occasions. The Committee's resolution in para 6 of the report, making an elementary course of Sanskrit compulsory for all Hindu students in the IV and V Forms of High Schools, embodies the final conclusion arrived at by the majority of the members, while the alternative recommendation at the end of para 7 as to placing Sanskrit on a par with the Vernacular—as an alternative to it among compulsory subjects—was agreed upon on a further consideration of the question at the last or seventh meeting. The President, however, has reserved his opinion on the question, and Mr. V. N. Narasimha Iyengar, who was absent from the third and final meetings, has written to say that he cannot "agree to making the study of Sanskrit compulsory on all Hindus in the two High School Classes." Mr. Shama Rao, in a separate letter written to me after the last meeting, desires me to send up to Government the following as his final opinion on the question:—

"On subsequent consideration, I find that it is not advisable nor feasible to make Sanskrit compulsory in any of the schools for general education. It may be allowed as an optional subject as it is at present. It labours now, however, under a handicap inasmuch as Kannada composition is insisted on for the Lower Secondary as well as the School Final Examinations and boys in English Schools are thereby apt to consider that they have to learn three languages. My own opinion is that in the case of Sanskrit pupils, Kannada Composition may be dropped as a subject for the public examinations, it being, however, retained as a subject for the class examinations."

REPORT OF THE COMMITTEE OF SANSKRIT EDUCATION.

The Committee met seven times on the following dates:—

26th February, 7th May, 25th May, 28th June, 25th July, 30th August 1915, and 3rd February 1916.

Mr. J. S. Chakravarti, being away on leave, was absent from the first meeting, Mr. R. Narasimhachar from the second and third meetings, and Mr. V. N. Narasimha Iyengar from the third, fifth, sixth, and seventh meetings.

After the sixth meeting a draft report of the whole of the Committee's proceedings was printed in English (and an abstract of it in Kanarese) and circulated to the members of this Committee and of the Education Committee of the Economic Conference and also to some select Sanskrit Pandits and Anglo-Sanskrit Scholars, outside the Committee, in Mysore, Bangalore and Madras, and suggestions for the improvement of the scheme were invited. The Education Committee of the Economic Conference were of opinion that the scheme had been drawn up with great care and that it might be adopted. Some valuable suggestions were received from the scholars consulted and they were all duly considered by this Committee at the last meeting, this final report embodying the modifications introduced into the draft report as a result of the discussion.

2. The proceeding began with reading the Government Order constituting the Committee (*vide* Appendix A), and then the Committee proceeded to settle the several heads under which the subjects covered by the Government Order might be discussed. After some discussion, the Committee resolved to consider the whole subject under the following heads:—

I. Sanskrit Education in all Aspects:

(i) *Sanskrit Education in General or Mixed Schools* (*i.e.*, those in which Sanskrit is taught along with English or Kannada):

(*a*) Can Sanskrit Education be made compulsory in all general schools or in general schools of a certain kind?

(*b*) Can the study of Sanskrit be made more popular by any alteration of curricula, etc., in general schools below the College standard?

(ii) *Sanskrit Education in exclusive Sanskrit Schools*:

(*a*) How far should General Education (in English or Kannada) be added?

(*b*) If General Education be added, where should it begin and where end?

(*c*) Should English be added in Sanskrit Schools and Colleges, and up to what stage?

(*d*) What facilities should be afforded to the students by way of feeding and awarding scholarships and prizes?

(*e*) Reorganisation of courses of study in Sanskrit.

(*f*) Better methods of teaching Sanskrit in elementary stages.

II. Reorganisation of the Bangalore and Mysore Sanskrit Colleges.

GENERAL SCHOOLS.

Compulsory Sanskrit Study.

3. As regards the teaching of Sanskrit in General Schools, the first question raised was, whether Sanskrit study could be made compulsory at any stage in them. At the first meeting the Committee decided against making Sanskrit study compulsory in General Schools, for this reason, among others, that the subject had already been considered at some length in the Education Department and met with an adverse decision. The primary reason that weighed in the mind of the Committee against it was that the non-Brahmins would be placed at a disadvantage and would feel discouraged by this addition of a difficult subject of study to their scholastic education which already appears to be a heavy burden to them as most of them have but recently begun to seek any kind of scholastic education. The Committe was, however, for affording all facilities for Sanskrit study in General Schools, where a sufficient number of students volunteer to study Sanskrit, and accordingly passed the following resolution:—

"Sanskrit cannot be made compulsory in General Schools. But where students in sufficient number elect to study Sanskrit, a Sanskrit teacher should be employed."

4. To see how the matter actually stood in this respect, the Committee requested the Inspector-General of Education to furnish a statement shewing the number of students studying Sanskrit in all the General Schools. According to this statement, 2,328 boys and girls were studying Sanskrit in General Schools of all grades—Colleges, High Schools, A.-V. Schools and Kannada Schools.

5. At the second meeting of the Committee Mr. Chakravarti, who was absent from the first meeting at which the above resolution was passed, brought up the subject before the Committee for reconsideration. In his opinion every educated Hindu should have an elementary knowledge of Sanskrit to be able to understand the meaning of his daily prayers, his *Samskara Mantras*, and ordinary Puranas and other sacred books. He accordingly proposed that it was desirable to make an elementary course of Sanskrit compulsory in the three High School classes by omitting one of the present obligatory subjects. He cited the practice of the Bombay and Calcutta Universities in support of his proposition, and said that what was possible in Bombay and Bengal ought to be possible in Mysore also. Mr. Chakravarti pointed out that on the previous occasion, in 1909, when, on a representation being made by him, the subject was considered by the Education Department, two objections were raised against the proposal, *viz.*, that it would be a handicap on non-Brahmins and that the study of Kannada would suffer. These objections, he said, were based on misapprehension. The student, whether Brahmin or non-Brahmin, who had studied Kannada up to the Lower Secondary Standard, cannot find Sanskrit too hard, as there is a large percentage of Sanskrit words even in the ordinary spoken or written Kannada. As regards Kannada, Sanskrit study, instead of injuriously affecting Kannada study, would improve the students' Kannada composition by supplying him with a richer vocabulary and ensuring a correct spelling of Sanskrit words so largely employed in Kannada speaking and writing. It was further urged that the moral value of the study of Sanskrit, which acts as a link between different sections in the people deriving all their better aspirations from sacred writings written in that language, would far outweigh any difficulties that might be met at the initial stages of the introduction of this compulsory measure. On the other side, the proposal was objected to on the grounds already adduced at the first meeting, and it was further urged that it was not expedient to remove from the curriculum any of the existing compulsory subjects to make room for Sanskrit, while to add Sanskrit would be to further increase the burden on the students. A free discussion of the subject led to no consensus of opinion, and the balance of opinion seemed to be against the proposition. A division having been called for by proposer, Messrs. Chakravarti, Ramakrishna Rao, and Mahadeva Sastri declared for the proposition while Messrs. K. Srinivasa Rao, M. Shama Rao, and V. N. Narasimha Iyengar voted *against* it. The President also was against the proposition.

6. The question was again brought up by Mr. Chakravarti for discussion at the third meeting. Mr. Shama Rao said that the talks he had had in the meantime with the parents of the several classes of students inclined him to believe that making Sanskrit study compulsory in the High School classes would not be quite so unwelcome as he had first thought provided the student in the Sixth Form preparing for the S. S. L. C. Examination be left free to choose between Sanskrit and Kannada. The Committee then came to an unanimous conclusion (the President not voting) as embodied in the following resolution:—

"An elementary course of Sanskrit should be made compulsory in the place of Kannada for all the Hindu students in the Fourth and Firth Forms, Persian being made compulsory in the place of Hindustani for Mahomedan students. In the Sixth Form, the student, if Hindu, will have the option of studying either Kannada or Sanskrit,—if Mahomedan, either Hindustani or Persian."

7. As one of the objects of making Sanskrit compulsory is to improve the students' power of Kannada composition, the Committee further resolved as follows:—

"In all classes of High Schools, vernacular composition should be taught as part of the regular class-work. Sanskrit and Persian students in the Sixth Form should take up either vernacular composition or translation from the classical language into the vernacular. Those who have passed the Lower Secondary Examination in Sanskrit will be given the option of studying a vernacular or an advanced Sanskrit course in the High School Classes. The Eurasian and European candidates may have in the School Final Examination an additional paper in English."

In case this course of making Sanskrit compulsory is not considered feasible, the Committee would suggest that Sanskrit should be placed on the same level as the Vernacular—as an alternative to it in the compulsory course—from the Lower Secondary up to the B.A., inclusive, it being understood that, when Sanskrit is taken as an optional subject in the Uuniversity Course, Kannada should be studied as a compulsory subject. The Committee trust that necessary changes will be made in the curricula of the new Mysore University in accordance with this recommendation.

How to make the Study of Sanskrit more Popular.

A suggestion not approved.

8. At the second meeting when the balance of opinion proved to be against making Sanskrit study compulsory in the general schools, Mr. Karpur Shrinivasrao wanted at least to remove the obstacles now existing in the way of Sanskrit being more extensively resorted to by the students of the Secondary Schools. He urged that Sanskrit students laboured under a disadvantage in having to bring up Kannada composition in addition to their Sanskrit studies, and that this extra burden prevented many a student in the Secondary department from taking up Sanskrit. To popularise Sanskrit study in the Secondary Schools, he proposes as follows:—

"Sanskrit should be allowed to be brought up as a compulsory subject from the First Form up to the Sixth Form (Secondary School-Leaving Certificate Stage) without the addition of Kannada or any other vernacular composition, as this addition has the effect of drawing away students from Sanskrit."

In the discussion that followed, the majority were found to be of opinion that it would be undesirable to give up the vernacular composition at this stage. They were even doubtful if such a course would really render Sanskrit more popular than now.

Improved Text-books and Improved Methods of Teaching.

9. In the opinion of the Committee the Sanskrit text-books now in use are not such as will make the study of Sanskrit attractive to beginners or facilitate it, nor do the teachers employed adopt intelligent methods of teaching the language. It is thought that introduction in the general schools of suitable text-books compiled specially for use of the beginners of Sanskrit study and adoption of the English methods of teaching the language will go far towards facilitating and popularising the study in these schools. The Committee have accordingly resolved—

"That, to enable pupils in the general schools to study Sanskrit in easier and more rational ways than are in vogue, a graduated series of text-books should be introduced into these schools and that a better class of teachers should be appointed for teaching Sanskrit to them."

The Committee recommend the formation of a Special Committee of Sanskrit scholars like Mr. Karpur Shrinivasrao, to work out a detailed scheme for the compilation of Sanskrit Readers and Grammars for use in the early stages of Sanskrit study.